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ABSTRACT

A statement of educational objectives and an outline of course content for one year of Latin study are followed by a wide variety of sample lessons. They include lessons on grammar, etymology, and civilization. Pattern drills treating verbs and nouns are included. Sections containing sample conversations, stories, story-telling and note-taking, student compositions, and tests are followed by an idea exchange on ways to improve student motivation. Some 26 lists of classified vocabulary, sections on mythology, signs of the zodiac, planets, mottoes, Greek and Roman culture, and exercises for the text "Gods, Heroes and Men of Ancient Greece" are also contained in the guide. The appendixes cover: (1) 21 dialogues, (2) an index of transparencies, and (3) sources of audiovisual materials. A bibliography concludes the guide. [Hard copy not available due to marginal legibility of original manuscript.] (RL)

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DIVISION OF CURRICULUM AND EDUCATIONAL RESEARCH

OFFICE FOR IMPROVEMENT OF INSTRUCTION

DEPARTMENT OF LANGUAGE EDUCATION

Curriculum Guide
for
LATIN HERITAGE
in
SECONDARY SCHOOLS

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THE BOARD OF EDUCATION
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PREFACE

For too many decades foreign language study has been relegated to the college-bound and academically endowed student. Time and again other students less talented have experienced failure and frustration in the foreign language classroom.

This course in Latin Heritage was originally created in 1964 by Eula Cutt, department chairman and teacher of Latin at Northwestern High School in Detroit. Her purpose was to provide rich language and cultural experiences for particular inner city boys and girls, those who had poor and inadequate skills in their own language, those who experienced many failures in school, those who lacked motivation and seemingly could not be turned on, those whose home environment did not stress intellectual achievement and those who were retarded in reading in their own language. To reach the so-called "unteachables," this course was specifically designed for the average and below average student to insure success experiences in language and culture. The guiding principle was that the pupil MUST achieve and that he MUST NOT fail.

Since the pupil is living in a technological era which produced man's walk on the moon, it is apparent that he cannot be taught in the jet age with horse and buggy methods. In the world today, the pupil is surrounded by myriads of sights and sounds provided by live people, television, radio, tapes and records. These audio-visual media can be made available with appropriate content for the classroom. Using media of his world, the pupil's interest and imagination can be aroused. Culture can be made relevant as he learns about his heritage from Graeco-Roman civilization. He can compare antiquity with his world and discover that he is not so different after all. He can escape the gloomy problems of present-day realities by enjoying myths and legends. He can fly with wings of imagination as he reads these glorious stories. His latent artistic talents may be tapped as he becomes acquainted with mythological characters. He can better understand references in literature in his English classes. He can discover what motivates human beings, gods and goddesses to behave the way they did in the stories. In language, he expands his horizons in terms of vocabulary building through word derivatives, cognates, prefixes and suffixes. In this way, he improves his language skills and competency in communication.

Ingredients which will insure success for the pupil are a reasonable amount of content, small increments of learning, frequent re-entry of new material, genuine interest in the pupil as a human being and empathy for and patience with the slow learner.

Dr. John F. Latimer, executive secretary of the American Classical League, awarded the Detroit Board of Education a grant of one thousand dollars from the National Endowment for the Humanities to finance in part the production of a curriculum guide for this Latin Heritage course. Mrs. Cutt selected Mr. Gerald May, one of the Latin teachers in her department, to work with her and the supervisor in preparing this guide. Mr. May's contribution was in the area of transparencies, map study, idea exchange and question exercises prepared for one of the mythology paperback books, Gods, Heroes and Men of Ancient Greece. The rest of the material was created and developed by Mrs. Cutt. The foreign language supervisor, Dr. Naida M. Dostal, organized all the material and served as consultant, writer and editor.

A statement of objectives and an outline of course content for one year's study appear at the beginning of the guide. This is followed by a number of sample lessons on a variety of topics. Sample pattern drills on subject-verb agreement, nouns and verbs are also included. Sample conversations, stories and student compositions are among the original materials created by Mrs. Cutt and the pupils' diagnostic and achievement tests conclude the rich variety of samples provided in this guide.

Content material in several areas is included for easy reference. It consists of a list of Greek and Roman gods, the nine Muses, the signs of the Zodiac, the planets, college and state mottoes, famous quotations and proverbs, and interesting information about Greek and Roman culture.

The classified vocabulary appears in twenty-six lists of useful, lexical items such as boys' and girls' names in Latin, first and second declension nouns and adjectives, first and second conjugation verbs, measures of time, weather expressions, common Latin abbreviations and prefixes and suffixes.

The classified vocabulary is followed by the question exercises for most of the chapters in Gods, Heroes and Men of Ancient Greece.

Appendix A consists of twenty-one dialogs in Latin which were excerpted from Multi-Lingual Oral Exercises (for General Language in Grades Seven and Eight), a publication of the Detroit Public Schools. Audio tapes are available for these dialogs from the Language Education Department.

Appendix B is a list of transparencies, commercial and teacher-made, that Mr. Gerald May prepared for his classes in Latin Heritage. This listing indicates the wide range of topics that can be illustrated by this medium for this course.

Appendix C is a suggested list of sources for audio-visual materials. The guide concludes with a bibliography.

We gratefully acknowledge the monetary gift from the American Classical League which made it possible to prepare this curriculum guide at this time. We are deeply appreciative of the immeasurable contribution that Mrs. Cutt has made in sharing her creative ideas, her teaching expertise and deep sensitivity for the average and below average learner. We are pleased that she had the assistance of one of her enthusiastic young teachers of Latin whom she trained. We are hopeful that this guide will be of value to our teachers of Latin as well as others throughout the country and particularly in urban areas which share the many problems in our society today which affect education.

Clarence W. Wachner
Divisional Director
Language Education Department

Elmer W. McDaid
Assistant Superintendent

Charles J. Wolfe
Executive Deputy Superintendent

Norman Drachler
Superintendent of Schools

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OBJECTIVES

ULTIMATE:

1. To develop a sense of achievement.
2. To gain some success in an academic discipline
3. To develop one's knowledge of the Graeco-Roman world.
4. To appreciate one's heritage of the Ancient World.
5. To strengthen skills in one's native language, American-English.
6. To find expression for potential, often latent, talents.
7. To become motivated for further foreign language study.
8. To cultivate habits of accuracy, persistence, and thoroughness through language study.

IMMEDIATE:

1. To discover how language works.
2. To develop the skill of understanding simple, spoken Latin.
3. To develop the skill of pronouncing simple Latin.
4. To develop the skill of understanding simple, written Latin.
5. To develop the skill of reading simple Latin.
6. To develop the skill of writing simple dictation in Latin.
7. To contrast the culture and life of the Ancient World with Modern America.
8. To develop an appreciation for mythology as part of the culture of the Ancient World and today's world.
9. To increase one's vocabulary through the study of derivatives, common mottoes and phrases, and prefixes and suffixes.

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COURSE CONTENT: Latin Heritage (1)

Part I: Latin Language

1. Pronunciation

2. Cardinal numbers (1-10, 50, 100, 500, 1000)

3. Roman numerals

4. Structure

    a. Nouns and Adjectives

        1) First declension
            a) nominative
            b) accusative
            c) genitive
            d) ablative

        2) Second declension (masculine only)
            a) nominative
            b) accusative
            c) genitive

        3) Position (word order)

        4) Agreement

        5) Gender

        6) Number

Latin Heritage (1) Continued

7) Interrogative adjectives
    a) *qualis*, *quale*
    b) nominative
    c) accusative

b. Pronouns

1) Interrogative (*quis*, *quid*, *cuius*, *quem*, *quod*)

2) Personal (*me*, *te*, *nos*)

c. Parts of a sentence

1) Subject

2) Predicate noun

3) Object

4) Possession

d. Expressions

e. Questions and answers (encletic *ne*)

f. Parts of speech

g. Verbs

1) Conjugation of *sum*, *absum*, *adsum*

2) First and second conjugations
   - a) present
   - b) imperfect
   - c) (future optional)
   - d) present infinitive

3) Imperative mood

4) Vocative case (commands)

5) Person (signals)

6) Tense (signals)

7) Agreement (subject and verb)

Part II: Greek Culture

1. Influence of geographical environment
2. Economic life (making a living)
3. Political life (democracy)
4. Daily activities (particularly of the teen-ager)
5. Archaeology (debt)
6. Architecture
7. Painting
8. Sculpture
9. Philosophy and science (Greek interpretation of world)
10. Athletics (Olympic games)
11. Ancient Greece teaches Modern America
12. Hippocrates
13. Socrates
14. Contrast: Sparta and Athens
15. Food
16. Clothing

Latin Heritage (1) Continued

17. House
18. Education

Part III: Mythology

1. Gods, Heroes and Men of Ancient Greece by W.H.D. Rouse, Parts I and II
2. Names of Greek gods
3. Reasons for the myth

COURSE CONTENT: Latin Heritage (2)

Part I: Latin Language

1. Review Part I: Latin Language of course content for Latin Heritage (1)

2. Structure: New material

   a. Nouns and Adjectives

      1) First declension
         a) dative
         b) ablative of means (what)
         c) ablative of manner (how)
         d) ablative with a, ab, and ex

      2) Second declension (feminine, neuter) all cases

      3) Third declension (for reading)
         a) nominative
         b) genitive
         c) accusative

      4) Agreement

Latin Heritage (2) Continued

b. Pronouns

- 1) Interrogative - quis, quid (full declension)
- 2) Personal
  - a) ego, me, mihi
  - b) tu, te, tibi
  - c) vos, vestri
  - d) nos, nostri
- 3) Possessive
  - a) meus
  - b) tuus
  - c) noster
  - d) vester

Part II: Roman Culture

1. Economic life (making a living)
2. Social structure (three classes of society)
3. Daily activities (particularly of the teen-ager)
4. Architecture
5. Roman roads
6. Ancient Rome teaches Modern America
7. Meals and food
8. Clothing
9. House
10. Family
11. Education
12. Amusements

Latin Heritage (2) Continued

Part III: Mythology

1. Gods, Heroes and Men of Ancient Greece by W.H.D. Rouse, Parts III, IV, and V
2. Trojan War
3. Adventures of Odysseus
4. Names of Roman gods
5. Months of the year (derivation)
6. Days of the week (derivation)

Sample Lesson One: Subject-Verb-Direct Object

Directions: Copy the sentence. Follow each of 5 directions (a-e)

a. Pick out the verb.

b. Is it an action or state of being verb?

c. Is the underlined word a subject or a direct object?

d. Is it singular or plural?

e. Write the underlined word in Latin with the correct signal. Underline the Latin word.

Example:

1. I like the girl.
    a. like
    b. action
    c. direct object
    d. singular
    e. puellam
2. I like the girls.
3. They carried roses.
4. The girl carried a rose.
5. The cart is big.
6. The horse is big.
7. I see the horse.
8. I see the horses.
9. The sailor sees the horse.
10. The sailor sees the horses.
11. The sailors see the horse.
12. The sailors see the horses.
13. The farmer sees the house.
14. The farmers see the house.
15. The comrade helps his friend.
16. The comrades help their friends.
17. The food is good.
18. I like good food.
19. The farmer has a daughter.
20. The queen will see the island.

BONUS

1. The sailor likes money.
2. The money was appreciated.
3. The god is Zeus.
4. The goddess was Hera.
5. They worship the gods.

Sample Lesson Two: Subject-Verb-Direct Object

Directions: Copy the sentence. Follow each of 5 directions (a-e).

a. Pick out the verb.
b. Is it an action or state of being verb?
c. Is the underlined word a subject or a direct object?
d. Is it singular or plural?
e. Write the underlined word in Latin with the correct signal. Underline the Latin word.

Example:

1. I see the girl.
   a. see
   b. action
   c. direct object
   d. singular
   e. puellam
2. I see the girls.
3. The girl is good.
4. Marcia is a girl.
5. The girl's book is here.
6. The farmer sees the horse.
7. The harness of the horses is new.
8. The girls are working.
9. The horses are big.
10. The girls shout.
11. I am a good girl.
12. Dobbin is a good horse.
13. The boy likes his girl.
14. That boy likes girls.
15. The farmer likes horses.
16. The wheel of the cart is broken.

Reference:

1. The nominative case expresses the subject and the predicate noun with linking verbs.
2. The accusative case expresses the direct object.
3. The genitive case expresses possession or ownership (of the . . ., 's and s').

	Nominative	Accusative	Genitive
Singular	puella (girl)	puellam (girl)	puellae (girl's, of the girl)
Plural	puellae (girls)	puellae (girls)	puellarum (girls', of the girls)
Singular	equus (horse)	equum (horse)	equi (horse's, of the horse)
Plural	equi (horses)	equos (horses)	equorum (horses', of the horses)

Sample Lesson Three: Verbs: Person, Number and Meaning

Directions: Give the person, number and meaning of the following verbs.

Example:

Verb Form	Person	Number	Meaning
amant	third	plural	they love
1. portat	______	______	______
2. amamus	______	______	______
3. amant	______	______	______
4. lavo	______	______	______
5. lavamus	______	______	______
6. parant	______	______	______
7. parat	______	______	______
8. amas	______	______	______
9. amatis	______	______	______
10. spectant	______	______	______

BONUS:

1. est	______	______	______
2. sunt	______	______	______
3. laudat (praise)	______	______	______
4. laudatis	______	______	______
5. spectas	______	______	______

Sample Lesson Four: Nouns and Adjectives

Directions: Pick out the nouns and adjectives in the following sentences. Copy the sentences first.

Example:

1. Anna is good.
   a. Anna is a noun.
   b. Good is an adjective.
2. I found a red rose.
3. I like many jewels.
4. The chalk is white.
5. The farmer sees the white house.
6. The horse is brown.
7. I see a white horse.
8. I see blue water.
9. The basket is big.
10. We have a brown basket.
11. I see a big map.
12. I see a red rose.
13. Red roses grow in the garden.
14. Pink roses gorw in the garden.
15. In Sicily we saw small, white houses.
16. The white rose is on the table.

Directions: 1. Copy the phrase in English.
2. Write the following phrases in Latin.

Example:

1. white house	casa alba
2. green forest	________________
3. blue jewels	________________
4. red rose	________________
5. red roses	________________
6. white horse	________________
7. blue waves	________________
8. pink rose	________________
9. pink roses	________________
10. blue violet	________________

Sample Lesson Five: Reading Comprehension Exercise

Directions: Read the following statements and write verum (true) or or falsum after each one of them.

1. Amicos amare debemus.
2. Nauta semper in terra manet.
3. America est mea patria.
4. Regina est queen Latine.
5. Amicos malos habere debetis.
6. Magistro pecuniam semper donamus.
7. Officium nostrum est studere.
8. Nunc equum magister agit.
9. Latina erat lingua Romanorum.
10. Victoria est gratia.

Sample Lesson Six: Reading Comprehension Exercise

Directions: Read the following story in Latin.

1. Galba est agricola.
2. Galba est non nauta.
3. Sicilia est patria agricolae.
4. Galba filiam parvam et pulchram filiam habet.
5. Est Tullia.
6. Galba in agro (field) laborat.
7. Tullia est bona puella quod in casa laborat.
8. Tullia gemmas multas non habet quod. Galba multam pecuniam non habet.
9. Stellae sunt Tulliae gemmae.
10. Stellae clarae sunt gemmae Dianae.
11. Diana est dea lunae.
12. Tullia non in silvis ambulat quod ursam timet.
13. Sed ursa est bona quod ursa est Callisto.
14. Olim (once upon a time) Callisto quoque erat puella pulchra.
15. Sed Juno est invidiosa.
16. Juno non Callisto amat.
17. Jupiter Callisto amat et servat.
18. In Caelo noctu Callisto habitat.

Answer the following questions in complete sentences in English.

1. Who was Galba?
2. Where does he live?
3. Who is Tullia?
4. Describe Tullia.
5. What does Galba do?
6. Why does Galba love Tullia?
7. Why doesn't Tullia have many jewels?
8. Where are Tullia's jewels?
9. What are Tullia's jewels?
10. What are Diana's jewels?
11. Who is Diana?
12. Why doesn't Tullia walk in the forest?
13. Who is Callisto?
14. What was she once upon a time?
15. Who loves Callisto?
16. Who does not love Callisto?

Write the following words in Latin.

English	Latin
1. he works	____________________
2. moon goddess	____________________
3. she does not love	____________________
4. gems	____________________
5. good girl	____________________

Sample Lesson Seven: Reading Comprehension Exercise

Directions: 1. Read the story of Hercules in English first.

2. Read the following story of Hercules in Latin.

New words:

	Latin	English
1.	validus	strong
2.	euis	his
3.	neco	kill

Story: Hercules

1. Hercules erat magnus heros.
2. Hercules erat vir validus.
3. Zeus erat euis pater.
4. Alcmena erat euis mater.
5. Alcmena erat mater bona.
6. Hercules erat infans bonus et validus.
7. Serpentes duos necat.
8. Olim Hercules in Graecia habitabat.
9. Duodecim labores faciebat.
10. Nunc in caelo habitat.
11. Romani pueri et Romanae puellae Herculem amabant.
12. Hodie Americani pueri et Americanae puellae Herculem quoque amant.

Sample Lesson Eight: Common Word Roots

A study of 20,000 common English words indicated that 12,000 of them were based on Greek or Latin. If you learn the roots of Greek or Latin words, they will give you a key to an entire family of words and thus increase your vocabulary considerably. A knowledge of these roots will make you word-conscious and will result in improved language skills such as listening, understanding, speaking, reading, and writing.

For instance, VOC and VOK mean voice or call in Latin.

Directions: Choose one or two words from the list below to complete the sentences which follow:

1. VOCal
2. reVOKe
3. adVOCate
4. VOCation
5. inVOCation
6. VOCalize
7. proVOKe
8. reVOCable
9. irreVOCable
10. VOCalist
11. VOCiferous
12. conVOCation
13. aVOCation
14. VOCabulary

Directions: 1. Complete the following sentences with the words above.
2. Copy the sentence and underline the answer.

1. Words once uttered are never wholly ______________________.
2. Church services usually begin with an ________________, or a calling for divine aid or blessing.
3. Most people have both a ____________ and an ________________.
4. The community ________________ better facilities for recreation for young people.
5. The boys and girls were quite ______________ in their demands for the prom.
6. The mayor would not ____________ the order limiting pay raises.
7. The words you use make up your ____________________.
8. After dinner we enjoyed both instrumental and ____________ music.
9. Many members of former graduating classes attend the ____________ every year.
10. It is a bad habit ______________ when you are doing "silent" reading.

Sample Lesson Nine: Mythology Puzzle

Directions: 1. The first letter of each answer spells a Latin greeting, Merry Christmas, vertically.

2. Fill in the blanks with letters that will spell a proper noun or a common noun related to mythology.

1.	messenger goddess of Zeus	I	_ _ _
2.	Athena's gift to Athens	O	_ _ _ _
3.	Pan's companions	S	_ _ _ _ _
4.	goddess of love	A	_ _ _ _ _ _ _ _
5.	the giants	T	_ _ _ _ _
6.	one of the giants	U	_ _ _ _ _
7.	mother of Zeus	R	_ _ _ _
8.	a famous lion	N	_ _ _ _ _ _
9.	Heracles' mother	A	_ _ _ _ _ _
10.	Hephaestos fell on this island	L	_ _ _ _ _
11.	what the gods were	I	_ _ _ _ _ _ _
12.	god of sun and music	A	_ _ _ _ _

3. Answer key:

1. Iris	4. Aphrodite	7. Rheia	10. Lesbos
2. Olive	5. Titans	8. Nemeaon	11. Immortal
3. Satyrs	6. Uranos	9. Alcmena	12. Apollo

Sample Lesson Ten: Numerals

Directions: The following exercise can be used to develop the skill of listening. The teacher says the sentence and the pupils respond orally.

1. Unus et duo sunt ____________.
2. Tres et tres sunt ____________.
3. Duo et octo sunt ____________.
4. Duo et duo sunt ____________.
5. Unus et novem sunt ____________.
6. Tres puellae et quinque puellae sunt ____________.
7. Unus agricola et quattor agricolae sunt ____________.
8. Una via et sex viae sunt ____________.
9. Tres et quattor sunt ____________.
10. Quinque et duo sunt ____________.

MAP STUDY:

A good map of the Roman empire is indispensable in a Latin Heritage class. If a commercial map is unavailable, a small map can be projected on an opaque projector and made large enough to serve classroom purposes. The map may serve as a class project with two or three student artists in charge. Small outline maps can be made from those appearing in textbooks. Map study provides the geographical setting of the ancient world and perspectives in terms of land and water areas and distances between countries and cities. A transparency of an outline map can serve many purposes -- to teach locations, to test locations, to illustrate a map talk and to serve as a good example for student work.

Some of the important place names which pupils should be familiar with are:

Countries:

1.	Hispania	Spain
2.	Gallia	Gaul
3.	Britannia	Britain
4.	Germania	Germany
5.	Italia	Italy
6.	Graecia	Greece
7.	Africa	Africa
8.	Asia	Asia

Islands:

1.	Cyprus	Cyprus
2.	Rhodus	Rhodes
3.	Creta	Crete
4.	Melita	Malta
5.	Sicilia	Sicily
6.	Sardinia	Sardinia
7.	Corsica	Corsica

Seas:

1.	Mare Mediterraneum	Mediterranean Sea
2.	Mare Aegaeum	Aegean Sea
3.	Mare Caspium	Caspian Sea
4.	Pontus Euxinus	Black Sea
5.	Oceanus Atlanticus	Atlantic Ocean

Cities:

1.	Roma	Rome
2.	Ostia	Ostia
3.	Syracusae	Syracuse
4.	Carthago	Carthage
5.	Pompeii	Pompeii
6.	Sparta	Sparta
7.	Athenae	Athens
8.	Troia	Troy
9.	Antiochia	Antioch
10.	Alexandria	Alexandria

Territories:

1.	Thracia	Thrace
2.	Illyricum	Illyria

Map lessons can be created around the place names. They may be planned in small increments concentrating first on seas, then on countries, islands and territories and finally on cities. As the teacher develops these various lessons, pupils could be duplicating it on blank outline maps for study.

Other map lessons can emerge from these initial ones eliciting responses in Latin to the following questions.

Ubi est Italia?	Italia est in Europa.
" " Hispania?	Hispania est in Europa.
" " Germania?	Germania est in Europa.
" " Britannia?	etc;
" " Graecia?	

Ubi est Roma?	Roma est in Italia.
" " Athenae?	Athenae est in Graecia.
" " Carthago?	Carthago est in Africa.
" " Troia?	etc;
" " Syracusae?	

Map lessons based on accumulated information about Graeco-Roman civilization can include such questions as the following:

1. Name and locate the chief port of the city of Rome.
2. Name and locate the city from which Odysseus set out after the ten-year war.
3. Name and locate the city in which King Minos lived.
4. Name and locate the most democratic city in Greece.
5. Name and locate the city destroyed by Mt. Vesuvius.
6. Name and locate the sea which means "in the middle of earth."

Testing map knowledge can be done several ways, depending upon what the teacher can reasonably expect from particular classes. Total recall of place names, Latin spellings and geographical locations on blank outline maps would be the greatest challenge. Recognition of the same information written alongside the blank outline map would be an easier task. The pupil would simply match the numbers on the map and the letters preceding the names of the locations. A third test could be one of identification. In this case, the teacher would describe a location and the pupil would place a number on the outline map above the name of the place. The number would correspond to the number of the question the teacher asked.

PATTERN DRILL: Agreement of Subject and Verb

Directions: Make the following sentences plural by changing the subject, verb, and other words where it is necessary. Be careful of sentences one and seven.

Drill	Answer Key
1. Puella pecuniam habet.	1. Puellae pecuniam habent.
2. Insula est.	2. Insulae sunt.
3. Silva est magna.	3. Silvae sunt magnae.
4. Camera est parva.	4. Camerae sunt parvae.
5. Nauta laborat.	5. Nautae laborant.
6. Terra est dura.	6. Terrae sunt durae.
7. Pirata gemmas habet.	7. Piratae gemmas habent.
8. Casa est alba.	8. Casae sunt albae.
9. Libera es.	9. Liberae estis.
10. Bona est.	10. Bonae sunt.

Note to the teacher: This exercise may be done in reverse. The answer key may serve as a stimulus to elicit the sentences in the singular form.

PATTERN DRILL: Verbs, First Conjugation

Directions:
1. The following verbs are either in the singular or plural form of the third person.
2. Change each verb to either the singular or the plural form. Do not change it from the third person.

Drill:

1. ambulant
2. amant
3. pugnat
4. vocant
5. parant
6. occupat
7. clamant
8. portat
9. spectat
10. liberant
11. laborat
12. exspectant
13. confirmant
14. monstrat
15. laudat
16. navigat
17. portant
18. pugnant
19. ambulant
20. parat

Verbs, First Conjugation Continued

Answer key:

1. ambulant
2. amat
3. pugnant
4. vocat
5. parat
6. occupant
7. clamat
8. portant
9. spectant
10. liberat
11. laborant
12. exspectat
13. confirmat
14. monstrant
15. laudant
16. navigant
17. portat
18. pugnat
19. ambulat
20. parant

PATTERN DRILL: Verbs, Second Conjugation

Directions: 1. The following verbs are in the singular form of the first, second, and third persons.

2. Change each verb to the plural form. Do not change the person.

Drill:

1. timeo
2. mones
3. terret
4. doceo
5. meres
6. tenet
7. moveo
8. vides
9. habet
10. manes
11. debet
12. sedes
13. respondet
14. docet
15. timet
16. video
17. movet
18. tenes
19. respondeo
20. terres
21. videt
22. meret
23. manet
24. respondes
25. habes

Note to the teacher: The same pattern drill can be set up in reverse. The plural forms can be given; the singular forms can be elicited.

Answer key:

1. timemus
2. monetis
3. terrent
4. docemus
5. meretis
6. tenent
7. movemus
8. videtis
9. habent
10. manetis
11. debent
12. sedetis
13. respondent
14. docent
15. timent
16. videmus
17. movent
18. tenetis
19. respondemus
20. terretis
21. vident
22. merent
23. manet
24. respondetis
25. habetis

PATTERN DRILL: Verbs, First and Second Conjugations, Plural Forms

Directions: Change the following verbs in the singular form of the first and second conjugations to the plural form. Do not change the person.

Drill:				Answer Key:			
1.	laboro	13.	parat	1.	laboramus	13.	parant
2.	clamas	14.	clamo	2.	clamatis	14.	clamamus
3.	docet	15.	terreo	3.	docent	15.	terremus
4.	debeo	16.	portat	4.	debemus	16.	portant
5.	laudas	17.	sedet	5.	laudatis	17.	sedent
6.	amat	18.	deles	6.	amant	18.	debetis
7.	ambulat	19.	mereo	7.	ambulant	19.	meremus
8.	doces	20.	spectat	8.	decetis	20.	spectant
9.	navigo	21.	occupas	9.	navigamus	21.	occupatis
10.	pugnas	22.	ambulat	10.	pugnatis	22.	ambulant
11.	habet	23.	respondeo	11.	habent	23.	respondemus
12.	vides	24.	timet	12.	videtis	24.	timent
		25.	navigas			25.	navigatis

Note to the teacher: This exercise may be done in reverse. The answer key may serve as a stimulus to elicit the singular form of the verbs.

PATTERN DRILL: Verbs, First and Second Conjugations, Future Tense

Directions: 1. The following verbs are in the present tense, all three persons and both the singular and plural forms.

2. Change each verb to the future tense. Do not change the person or the number.

Verbs, First and Second Conjugations, Future Tense Continued

Drill:

1. video
2. laboras
3. habitat
4. timeo
5. clamas
6. vocat
7. habes
8. neco
9. portat
10. timemus
11. ambulas
12. ambulant
13. laudat
14. sedetis
15. amo
16. amas
17. occupat
18. monet
19. habito
20. liberat
21. paratis
22. debet
23. terres
24. debeo
25. voco

Note to the teacher: The same pattern drill can be set up in reverse. The future tense can be given; the present tense can be elicited.

Answer key:

1. videbo
2. laborabis
3. habitabunt
4. timebo
5. clamabis
6. vocabit
7. habebis
8. necabo
9. portabit
10. timebimus
11. ambulabis
12. ambulabunt
13. laudabit
14. sedebitis
15. amabo
16. amabitis
17. occupabit
18. monebit
19. habitabo
20. liberabo
21. parabitis
22. debebit
23. terrebis
24. debebo
25. vocabo

PATTERN DRILL: Verbs, First and Second Conjugations, Imperfect Tense

Directions: 1. The following verbs are in the present tense, all three persons and both the singular and plural forms.

2. Change each verb to the imperfect tense. Do not change the person or the number.

Verbs, First and Second Conjugations, Imperfect Tense Continued

Drill:

1. amo
2. laboras
3. timet
4. docet
5. laudat
6. navigat
7. videtis
8. ambulat
9. ambulant
10. sedent
11. sedeo
12. clamas
13. manetis
14. pugnas
15. paratis
16. docent
17. doceo
18. laudamus
19. sedet
20. curas

Note to the teacher: The same pattern drill can be set up in reverse. The imperfect tense can be given; the present tense can be elicited.

Answer key:

1. amabam
2. laborabas
3. timebat
4. docebat
5. laudabat
6. navigabat
7. videbatis
8. ambulabat
9. ambulabant
10. sedebant
11. sedebam
12. clamabas
13. manebatis
14. pugnabas
15. parabatis
16. docebant
17. docebam
18. laudabamus
19. sedebat
20. curabas

PATTERN DRILL: Verbs, First and Second Conjugations, Perfect Active Tense

Directions: 1. The following verbs are in the present tense, all three persons and both in the singular and plural forms.

2. Change each verb to the perfect active tense. Do not change the person or the number.

Drill:

1. mutas
2. portat
3. moneo
4. vides
5. habemus
6. amant
7. paras
8. habito
9. laboratis
10. debemus
11. vocas
12. vocant
13. vastatis
14. meret
25. meremus
16. temptatis
17. sedeo
18. liberant
19. imperas
20. incitatis

Note to the teacher: The same pattern drill can be set up in reverse. The perfect active tense can be given; the persent tense can be elicited.

Verbs, First and Second Conjugations, Perfect Active Tense Continued

Answer key:

1. mutavi
2. portavit
3. monui
4. vidisti
5. habuimus
6. amaverunt
7. paravisti
8. habitavi
9. laboravistis
10. debuimus
11. vocavisti
12. vocaverunt
13. vastavistis
14. meruit
15. meruimus
16. temptavistis
17. sedi
18. liberaverunt
19. imperavisti
20. incitavistis

PATTERN DRILL: Verbs; First and Second Conjugations; Present, Imperfect, and Future Tenses

Directions: 1. The following verbs are in the present tense, all three persons and both the singular and plural forms.

2. Change each verb to the imperfect tense. Do not change the person or the number.

Drill:

1. amo
2. amas
3. amat
4. amamus
5. amatis
6. amant
7. doceo
8. doces
9. docet
10. docemus
11. docetis
12. docent
13. do
14. das
15. dat
16. damus
17. datis
18. dant
19. video
20. vides
21. videt
22. videmus
23. videtis
24. vident

Note to the teacher: This same drill could be set up five more different ways: imperfect tense eliciting the present or the perfect tenses; the perfect tense eliciting the present or the imperfect tenses; and the present tense eliciting the perfect tense.

Verbs; First and Second Conjugations; Present, Imperfect and Future Tenses Continued

Answer key:

Imperfect Tense				Perfect Tense			
1.	amabam	13.	dabam	1.	amavi	13.	dedi
2.	amabas	14.	dabas	2.	amavisti	14.	dedisti
3.	amabat	15.	dabat	3.	amavit	15.	dedit
4.	amabamus	16.	dabamus	4.	amavimus	16.	dedimus
5.	amabatis	17.	dabatis	5.	amavistis	17.	dedistis
6.	amabant	18.	dabant	6.	amaverunt	18.	dederunt
7.	docebam	19.	videbam	7.	docui	19.	vidi
8.	docebas	20.	videbas	8.	docuisti	20.	vidisti
9.	docebat	21.	videbat	9.	docuit	21.	vidit
10.	docemus	22.	videbamus	10.	docuimus	22.	vidimus
11.	docetis	23.	videbatis	11.	docuisti	23.	vidisti
12.	docent	24.	videbant	12.	docuerunt	24.	viderunt

PATTERN DRILL: Nouns, First Declension, Accusative Case, Plural Forms

Directions: Change the singular form of the direct objects in the following sentences to the plural form.

Drill	Answer Key
1. Nauta puellam vocat.	1. Nauta puellAS vocat.
2. Nautae puellam amant.	2. Nautae puellAS amant.
3. Puella silvam spectat.	3. Puella silvAS spectat.
4. Picturam amo.	4. PicturAS amo.
5. Fenestram spectas.	5. FenestrAS spectas.
6. Agricolae terram parant.	6. Agricolae terrAS parant.
7. Familia puellam amant.	7. Familia puellAS amant.
8. Agricola fortunam laudat.	8. Agricola fortunAS laudat.
9. Puellae picturam habent.	9. Puellae picturAS habent.
10. Bestia silvam amat.	10. Bestia silvAS amat.

Nouns, First Declension, Accusative Case, Plural Forms Continued

Note to the teacher: This exercise may be done in reverse. The answer key may serve as a stimulus to elicit the singular form of the direct object.

PATTERN DRILL: Nouns, First Declension, Dative Case, Plural Form

Directions: Change the singular form of the noun in the dative case to the plural form.

Drill:

1. Puella agricolae aquam dat.
2. Puellae fabulam narramus.
3. Feminae fabulam narras.
4. Nautae litteras mandamus.
5. Fabula puellae grata est.
6. Puellae picturam monstramus.
7. Nautae insulam monstro.
8. Puella nautae picturam monstrat.
9. Agricola nautae pecuniam dat.
10. Familiae viam monstro.

Answer key:

1. Puella agricolIS aquam dat.
2. PuellIS fabulam narramus.
3. FeminIS fabulam narras.
4. NautIS litteras mandamus.
5. Fabula puellIS grata est.
6. PuellIS picturam monstramus.
7. NautIS insulam monstro.
8. Puella nautIS picturam monstrat.
9. Agricola nautIS pecuniam dat.
10. FamiliIS viam monstro.

Nouns, First Declension, Dative Case, Plural Form Continued

Note to the teacher: This exercise may be done in reverse. The answer key may serve as a stimulus to elicit the singular form of the nouns in the dative case.

PATTERN DRILL: Nouns, First Declenstion, Ablative Case, Plural Form

Directions: Change the noun in the singular form of the ablative case to the plural form.

Drill	Answer Key
1. In casa habitamus.	1. In caIS habitamus.
2. In camera sunt.	2. In camerIS sunt.
3. In via ambulamus.	3. In VIIS ambulamus.
4. In schola laboramus.	4. In scholIS laboramus.
5. In villa laborant.	5. In villIS laborant.
6. In silva sunt bestiae.	6. In silvIS sunt bestiae.
7. Cum puella ambulat.	7. Cum puellIS ambulat.
8. E fenestra spectant.	8. E fenestriIS spectant.
9. In pictura sunt puellae.	9. In picturIS sunt puellae.
10. In aqua navigo.	10. in AquIS navigo.

Note to the teacher: This exercise may be done in reverse. The answer key may serve as a stimulus to elicit the singular form of the nouns in the ablative case.

PATTERN DRILL: Nouns, First Declension, All Cases, Plural Form

Directions:
1. Change the singular form of puella in each of the following sentences to the plural form.
2. Change the singular form of the verb and adjective if necessary.

Nouns, First Declension, All Cases, Plural Form Continued

Drill:	Answer Key
1. Puella est pulchra.	1. PuellAE SUNT pulchrAE.
2. Puellae pecuniam do.	2. PuellIS pecuniam do.
3. Nauta puellam spectat.	3. Nauta puellAS spectat.
4. Pictura puellae est pulchra.	4. Pictura puellARUM est pulchra.
5. Cum puella ambulo.	5. Cum puellIS ambulo.

Do the same to casa in each of the following sentences.

Drill:	Answer Key:
1. Nauta casam habet.	1. Nauta casAS habet.
2. Januae casae sunt magnae.	2. Januae casARUM sunt magnae.
3. Agricolae in casa habitant.	3. Agricolae in casIS habitant.
4. Casa est pulchra.	4. CasAE SUNT pulchrAE.
5. Familia casas amant.	5. Familia casAM amant.

Note to the teacher: This exercise can be done in reverse. The answer key can be used as a stimulus to elicit the singular form of the noun puella or casa in all the cases and the singular form of the verbs and adjectives wherever necessary.

SAMPLE CONVERSATIONS

Part #1: Ad Popinam

	Latin	English
Phillipus:	Salve. Gaudeo te videre.	Hello. I'm glad to see you.
Henricus:	Salve tu, quoque. Quomodo?	Hello . . . How are you?
Phillipus:	Optime, gratias.	Just fine. Thanks.
Henricus:	Quid nunc agis?	What are you doing now?
Phillipus:	Esurio. Volo cenare.	I'm hungry. I want to eat.
Henricus:	Ubi hodie cenabis?	Where will you eat today?
Phillipus:	In popina bona.	In a good restaurant.
Henricus:	Quoque esurio.	I'm hungry, too.
Phillipus:	Hic est popina bona.	Here's a good restaurant.
Henricus:	Placet mihi.	It suits me.
Phillipus:	Hic antea cenavi. Coquus in popina bonus cibum parat.	I've eaten here before. The cook prepares good food in the restaurant.

(Phillipus et Henricus in popinam ambulant.)
(Philip and Henry walk into the restaurant.)

Part #2: In Popina

Henricus:	Rosae super mensam sunt pulchrae.	The roses on the table are pretty.
Phillipus:	Ita. Sunt rubrae al acque.	Yes. They're red and white.
Famula:	(In cameram ambulat.) Qui vis?	(He walks into the room.) What do you want?
Henricus:	Porta mihi jusculum, pisces, et fabas.	Bring me soup, fish, and beans.
Phillipus:	Porta mihi jusculu, gallinam, et carotas.	Bring me soup, chicken, and carrots.
Famula:	Visne coffeam?	Do you want coffee?
Henricus:	Non. Lac bibimus. (Famula exit.)	No. We drink milk. (Waitress goes out.)
Phillipus:	Romani vinum biberunt.	The Romans drank wine.

In Propina Continued

	Latin	English
Henricus:	In America vinum non bibimus. Sumus pueri.	In America we don't drink wine. We're boys.
	(Famula cibum portat.)	(Waitress brings in the food.)
Phillipus:	Ecce est noster cibus.	Here comes our food.
Henricus:	Jusculum est bonum	The soup is good.
Phillipus:	Calidum quoque.	Hot, too.
Henricus:	Mea mater jusculum bonum quoque parat.	My mother makes good soup, too.
Phillipus:	Hic cibus est bonus.	This food's good.

Part #3: In Schola Duo Pueri Novi

Marcus:	Salve. Quid est nomen tuum?	Hello. What's your name?
Paulus:	Salve. Nomen meum est Paulus. Quid est nomen tuum?	Hello, my name's Paul. What's yours?
Marcus:	Nomen meum est Marcus.	My name is Marcus.
Paulus:	Quot in familia tua sunt?	How many are in your family?
Marcus:	Quinque. Sunt pater et mater. Sunt una soror et major frater. Me, quoque.	Five. Father and mother, and older brother, one sister, and me, too.
Paula:	In familia mea sunt pater, mater, et duo fratres.	In my family, there's my father, mother, and two brothers.
Marcus:	Habesne nullam sororem?	Don't you have a sister?
Paula:	Non. Sed amicam habeo. Pulchra quoque.	No. I have a girl friend. Pretty too.
Marcus:	Hercules. Es fortunatus. Con sobrinam pulchram habeo.	Gee, you're lucky! I have a pretty cousin.
Paulus:	Habitatne apud te?	Does she live with you?
Marcus:	Apud me non habitat. Me interdum vistat.	No, she doesn't live with me. She sometimes visits.
Paulus:	Tace. Hic est magister.	Sh-h-h. Here comes the teacher.

SAMPLE STORY: Regnum Mortuorem

Directions for oral reading:

1. The teacher reads the first sentence of the story orally.
2. The class repeats the first sentence in unison after the teacher.
3. The teacher repeats the same sentence orally.
4. One pupil repeats the sentence after the teacher.
5. One pupil volunteers the meaning of the sentence.
6. The teacher proceeds likewise with the rest of the sentences.
7. A culminating activity could be choral reading of the entire story.

Story:

1. Pluto, deus mortuorum, in Orco habitat.
2. In regia magna habitat.
3. Regia non erat pulchra.
4. Persephone, regina pulchra, in regia etiam habitat.
5. Persephone non est laeta.
6. Terram amat.
7. Cerberus, canis triceps, prope januam regiae semper est.
8. Cerberus non est benignus.
9. Circum Orcum erat fluvius.
10. Fluvius erat Styx.
11. Fluvius erat obscurus et frigidus.
12. Mercurius ad ripas fluvii animas mortuorum portat.
13. In fluvio erat navicula parva et antiqua.
14. In navicula Charon erat nauta.
15. Charon trans fluvium obscurum et frigidum animas mortuorum portat.
16. Charon mortuos sine pecunia non portat.
17. Centum annos animae mortuorum sine pecunia ad fluvium obscurum et frigidum errant.
18. Post centum annos Charon mortuos miseros sine pecunia trans fluvium portat.
19. Animae mortuorum in Orco semper habitabunt.
20. Animae mortuorum in terra non habitabunt.

Regnum Mortuorem Continued

Answer the following questions in complete Latin sentences. (Responde Anglice.)

1. Quis erat Pluto?
2. Ubi Pluto habitat?
3. Estne regia pulchra?
4. Quis erat Cerberus?
5. Ubi est Cerberus?
6. Quis est Persephone?
7. Quid erat Styx?
8. Quid Mercurius facit?
9. Quis est Charon?
10. Quid est naviculum?
11. Quot annos animae mortuorum sine pecunia errat?

STORYTELLING AND NOTE TAKING: Socrates #1

Note to the teacher: The teacher tells the story of Socrates to the students. It is a listening exercise. The students have the printed story in front of them. It consists of key sentences with blanks. On the blackboard the scrambled answers are available for reference and for the correct spelling of difficult words and proper nouns. Such an exercise develops the skill of listening through structured oral stories.

Story: Socrates

	Answer Key
1. Socrates was born in the year ____.	469 B.C.
2. He was born in Alopehe near ________.	Athens
3. His father was said to be a _____ or a _______.	sculptor, stonecutter
4. He was married to ________, who became notorious for stories of her ____ ___________.	Xanthippe bad temper
5. He had ______ ________.	three sons
6. He took a minor part in ______, holding only _____ _________.	politics two offices
7. However, he served in the Peloponesian War, 431 B.C., where he saved the life of Alcibiades, one of his ______, and he served at Delium in 424 B.C. where _________ saved _________ life.	pupils Alcibiades, Socrates'
8. His outstanding physical features were an ____ ______ and _______ _________.	ugly nose, bulging eyes
9. Possibly because he was not handsome himself, it made him especially interested in ______ and made him aware of the _____ of the inner man.	beauty beauty
10. He was compared in appearance to a ____.	satyr
11. His lack of interest in his _____ was well known in _________.	appearance Athens
12. Socrates' occupation was _________.	stone mason.
13. Finally, he devoted himself to the study of _________.	philosophy

Socrates #1 Continued

14. His most famous ______ were Plato, Xenophon and Alcibiades.	students
15. Socrates never wrote down his _____. We learn about him from the ____ of Xenophon and _________.	ideas writings Plato
16. He took no pay for his _________.	teaching
17. Indeed, he took no credit for his ________.	wisdom
18. When he heard that the ____ ______ had named him the wisest man in the ______, he set out to find a ____ _____ and to prove the ________ wrong.	Delphic Oracle world wiser man oracle
19. In the end, he concluded that the _________ was probably right, because he knew how _______ he was.	oracle ignorant
20. He taught by cross examining and asking ____.	questions
21. This is called the ___ ____. People still use it.	Socratic Method
22. His advice was "_________ ______."	Know thyself."
23. In ______ he was accused of introducing ____ _____ and corrupting the _____ of ______.	399 B.C. strange gods, youth, Athens
24. It was true that he questioned religious practices as he questioned ________.	everything.
25. It was true that he had great _____ on the _______, who were his __________.	influence youths, followers
26. The real reason for Socrates' trial was ____.	politics
27. Socrates could have avoided the _____ and left ______ as many people expected him to do.	trial Athens
28. Failing that, he might have won an acquittal if he had used his skill in ____ or the influence of his _____. He did neither.	arguments friends
29. He was an ____ ____ of seventy years.	old man

Socrates #1 Continued

30.	An inner voice spoke to him to seek the _____	truth
	and warned him against ____ or ____ ______.	evil, improper deeds
31.	He had listened to this ____ all his life and	voice
	he tried to _____ it.	follow
32.	This ______ told him what ___ ____ ___ and	voice, not to do
	not what ____ ____.	to do
33.	He stood _____ and was his own ______.	trial, lawyer
34.	The penalty was _____.	death
35.	But according to Athenian ____, he could	law
	propose a _____ ________.	lighter penalty
36.	Socrates stated he was ______ and that the	poor
	state should ________ him free for life.	feed
37.	This enraged the _____ _____ and he was given	fifty judges
	the ________ sentence.	death
38.	He was imprisoned for a ______ because of	month
	a _____ that stated that no man could be put	law
	to ________ while the sacred _____ was away	death, ship
	to _____ on its ______ mission.	Delos, annual
38.	Everyday his ______ visited him in ______	friends, jail
	and discussed many subjects of ________.	philosophy
39.	An old, wealthy ________, Crito, urged	friend
	Socrates to _______ and _______ his sentence.	flee, escape
40.	Socrates led _____ through all the arguments	Crito
	why he would not and could not do this.	
41.	He had always lived by the _____ of ______	laws, Athens
	and had been condemned by the _____ of Athens.	law
42.	Sadly ____ had to agree to this.	Crito
43.	On the last day in _____, he discussed his	prison
	unshakable belief in the _______ of the soul.	immortality
44.	He took the _____, a poisonous drink, and	hemlock
	died in 399 B.C.	
45.	Thus ended the life of a man who was ______	ugly
	in appearance but _______ within.	beautiful

Socrates #1 Continued

46.	Socrates said, " ________ can hurt a good man in this life."	Nothing
47.	People do _____ because they are _______.	evil, ignorant
48.	"An unexamined _____ is not worth living."	life
49.	Everyone should try to ______ ___________.	know himself.

STORYTELLING AND NOTETAKING: Odysseus #2

Note to the teacher: The teacher tells the story of Odysseus to the students. It is a listening exercise. The students have the printed story in front of them. It consists of key sentences with blanks. On the blackboard the scrambled answers are available for reference for the correct spelling of difficult words and proper nouns. Such an exercise develops the skill of listening through structured oral stories.

Story: Odysseus

		Answer Key
1.	At the end of the _____ War, Odysseus and his men left the city of Troy and headed home to ______, an island on the western coast of _________.	Trojan Ithaca Greece.
2.	_______ caused a storm on the sea and Odysseus sailed for ________ days.	Zeus nine
3.	His next stop was the island of Syrinx, the land of the _______ Eaters off the coast of North Africa.	Lotus
4.	These people ate a kind of _______ which made all who ate it lose their _________.	cherry memories
5.	Odysseus' next stop was the land of the fierce _________ or Round-eyes named thus because each had an eye in the middle of his ______________.	Cyclopes forehead

Odysseus #2 Continued

6. The man-eating Cyclops was named ______.	Polyphemus
7. In his absence, Odysseus and ______ of his men went into his cave and ______ his food.	twelve ate
8. The Cyclops returned and closed the cave's entrance with a huge ________.	stone
9. The Cyclops ate six ________ while Odysseus was held captive in the cave.	sailors
10. Odysseus offered _____ to the Cyclops who fell asleep later at which time Odysseus blinded him with a burning ______ stake.	wine olive
11. Odysseus and his men escaped from the cave riding under the ______ as the Cyclops drove them out in the morning.	sheep
12. Odysseus then went to the island of King __________, the Guardian of the Winds.	Aeolus
13. He gave Odysseus a leather ______ in which he had imprisoned the _______.	bag winds
14. Odysseus' men thought it was a bag of ______ and allowed the winds to escape.	gold
15. A fierce southern wind blew them to Aenaea, an island ruled by the Goddess _______.	Circe
16. She turned Odysseus' men into ______, but he escaped because Hermes gave him a magic charm called _______, a white flower with a black root.	pigs moly
17. Circe warned Odysseus against an island filled with _______ who were half-_________ and half-women.	sirens, bird
18. Their sweet, singing ________ wrecked many vessels, but Odysseus put ______ in his men's ears and had them tie him to the _____ so that none of them would hear the ________.	voices wax mast sirens
19. Odysseus narrowly escaped _____, a monster who lived on a Sicilian cliff.	Chrybdis

Odysseus #2 Continued

and who created a _______ which was a death trap.	whirlpool
20. On the opposite cliff in ____ lived another monster named ______ who was a six-headed ______ who ate sailors.	Italy Scylla dog
21. ______ hurled his thunderbolt at Odysseus' ______ and the entire crew drowned except Odysseus.	Zeus ship
22. Odysseus landed on the island of _______, a beautiful sorceress.	Calypso
23. Zeus ordered her to release Odysseus after ________ years and she helped him build a _________ of tree trunks.	five raft
24. Odysseus was washed ashore in Sicily where Princess ______ was washing _________.	Nausicaa, clothes
25. King ______, her father, gave Odysseus a ________ and sent him home to _________.	Alcinous ship, Ithaca
26. Odysseus fell asleep and lost his way again when he met ______, his old swineherd, who told him about the 112 noblemen courting his wife named ________.	Eumaeus Penelope.
27. Odysseus returned home disguised as a ______ in rags where he saw his old ______ named Argos who died upon seeing him once again.	beggar dog
28. The swineherd, Odysseus, and _______, his son, planned to murder the ____ of Penelope.	Telemachus suitors
29. A very old ______, Eurycleia, washed Odysseus' feet and recognized him by a _____ on his leg.	servant scar
30. The test for the hand of Penelope in marriage was to shoot an ____ through the rings of twelve _____ hung in a straight ________.	arrow axes, row
31. Odysseus, ______, a palace servant, and _______ killed all the suitors.	Telemachus Eumaeus

STORYTELLING AND NOTETAKING: Trojan War #3

Note to the teacher: The teacher may tell the story of the Trojan War in parts while the students use the outline below to follow the story line and visualize the new proper names. This outline may also serve as a basis for a written account of the story with blanks to be filled in by key words and facts. It may also be used as material from which to create exercises and tests.

Outline of the Story of the Trojan War

Source: The Siege and Fall of Troy by Robert Graves (Dell paperback, 1965)

Chapter I. The Foundation of Troy (pages 13-15)

1. Prince Scamander
2. Famine in Crete
3. Oracle
4. Earth-born enemies
5. Swarm of hungry mice
6. Dappled cow and Troy
7. Laomedon, Trojan king
8. Poseidon and Apollo, slaves
9. Heracles saves Hesione, daughter of Laomedon
10. Priam, king of Troy, youngest son of Laomedon

Chapter II. Paris and Queen Helen (pages 16-21)

1. Wedding of King Peleus and Sea-goddess Thetis.
2. Golden apple of discord
3. Menelaus, king of Sparta
4. Queen Helen and Paris, son of King Priam
5. Law of hospitality

Trojan War #3 Continued

Chapter III. The Expedition Sails (pages 22-29)

1. Lyndareus, foster father of Queen Helen
2. High King Agamemnon, brother of Menelaus
3. Ajax of Salamis and Diomedes of Argos wanted to marry Helen.
4. Odysseus (Ulysses), king of Ithaca
    a. Penelope, his wife, and Telemachus, his son
5. Palamedes visits Odysseus.
6. Palamedes uses Telemachus to stop Odysseus.
7. Odysseus promises to contribute a small fleet.
8. Thetis sends Achilles to island of Scyros.
9. Achilles remains in hiding disguised as a girl.
10. Odysseus finds Achilles who joins the expedition .
11. Greek fleet of 1000 ships with 30 men each at Aulis
12. Agamemnon is commander-in-chief.
13. Calchas reads sign of eight sparrows and their mother eaten by a serpent .
14. Calchas tells Agamemnon to sacrifice his most beautiful daughter, Iphigeneia, to pay for killing Artemis' stag.
15. Artemis saves Iphigeneia from the sacrificial axe.
16. Iphigeneia becomes a priestess to the savage Taurians.

Chapter IV. The First Eight Years of War (pages 30-38)

1. Achilles sacks more than 30 cities.
2. Chryseis is a captive (daughter of Chryses, a priestess of Apollo)
3. Quarrel between Palamedes and Odysseus
4. Agamemnon sentences Palamedes to death.
5. Achilles thinks Agamemnon is unjust in distribution of captured treasure.
6. Achilles falls in love with Polyxena, daughter of Queen Hecuba.

Trojan War #3 Continued

Chapter V. Achilles Quarrels with Agamemnon (pages 39-46)

1. Apollo brings plague to Greeks because Agamemnon refuses to give up Chryseis, daughter of Apollo's priestess.
2. Achilles is angry with Agamemnon.
3. Agamemnon continues Trojan War.

Chapter VI. The Greeks Win the Advantage (pages 47-53)

1. Duel between Paris and Menelaus, Helen's husband
2. Hector arranges temporary truce between Greeks and Trojans.
3. Aphrodite saves Paris from strangulation.
4. Hera and Athena wish to perpetuate the Trojan War.

Chapter IX. Achilles Avenges Patroclus (pages 68-77)

1. Patroclus wears Achilles' armor and drives out the Trojans.
2. Apollo helps Hector to kill Patroclus.
3. Achilles mourns Patroclus' death.
4. Hephaestus makes new armor for Achilles.
5. Poseidon saves Aeneas from Achilles.
6. Achilles kills Polydorus, King Priam's youngest son.
7. Athene saves Hector from Achilles, then later tricks him.
8. Achilles kills Hector.
9. There is an eleven day truce for funeral games for Hector.

Chapter X. The Wooden Horse (pages 78-88)

1. The Amazons and their queen, Penthesileia, aided the Trojans.
2. Achilles reveals his vulnerable spot (his "undipped" heel) to Polyxena, Hector's sister.
3. Paris kills Achilles, shooting at his heel.
4. Agamemnon awards Achilles' arms to Odysseus.
5. Philoctetes kills Paris.
6. Wooden horse is stratagem for getting armed men into Troy.

Trojan War #3 Continued

7. Sinon, Odysseus' cousin, only one left in camp.
8. Cassandra warns Trojans that horse is full of armed men.
9. Laocoon and his sons are killed by sea monsters.
10. Sinon gives the signal for the landing of the fleet.
11. The soldiers come out of the wooden horse.

Chapter XI. The Sack of Troy (pages 89-94)

1. Neoptolemus, Achilles son, kills King Priam.
2. Helen kills Prince Deiphobus and saves Odysseus and Menelaus.
3. Odysseus kills young Scamandrius to wipe out all of Priam's descendants.
4. Polyxena was beheaded on Achilles' tomb by Neoptolemus.
5. Aeneas, a Trojan hero, escaped, wandered to Italy and became Julius Caesar's ancestor.

Chapter XII. The Greeks Go Home (pages 95-100)

1. Menelaus returns to Sparta after Proteus, a Sea-god, helps him break a spell after 18 years.
2. Clytaemnestra kills her husband, Agamemnon, and Cassandra.
3. Orestes, remaining son of Agamemnon, revenges his father's death and kills Aegisthus and has Clytaemnestra killed, too.
4. Odysseus is killed by his son, Telemachus.

MYTHOLOGY: Student Compositions

Composition #1

Wanted by Apollo

Crime: Stole Apollo's cattle.

Description: His name is Hermes. He was born in Mount Cyllene. His mother's name was Maia. His father's name was Zeus. He can play the harp. He is immortal. He is a god.

When: Hermes stole the cattle the very day he was born.

Where: A plain where the cattle of the gods were feeding.

How: Hermes cut out fifty of the best cows and drove them to a lonely spot, driving them backwards so that he might spoil the trail; he tied under his feet a bundle of myrtle twigs, so that they would not make a mark like feet.

Austin Miller
Northwestern High School
Detroit, Michigan

SAMPLE STUDENT COMPOSITIONS: Letter to Mr. Hades and Response Letter

Dear Mr. Hades,

I am writing to you to suggest a few methods of becoming a great benefactor. First of all I believe that if you stopped death for a little while you would be respected by mankind. Also I wish that you would let some of the ancient Greek heroes come into being for at least a week.

My reason for saying this is that I wanted to see for myself the way they usually carry on, and I would also like to meet them.

While you are in the process of doing that, you could send some of the beautiful women that lived in Athens so they can show me the difference in themselves and our modern day women.

Furthermore, Mr. Hades. I also have read stories about you not permitting the people to cross the Styx. This is cruel and unjust because when a man's soul is not resting, it can cause fear for the still existing life on Earth.

Dwight Tarrance
Northwestern High School

Response:

Dear Mr. Tarrance,

I was just discussing this particular matter with Rhadamanthus, one of my judges, but so far we have not reached any conclusion as yet.

You see, Dwight, these men and women may not adjust to the ways of living in the 20th century and then they might cause some trouble. But if I can discuss this with them, we may be able to reach a sensible agreement.

The women I will send will all be charming, young ladies, but they too have to adjust to the way of life as well as men because they believe a man loves all women not just one. So you better explore this with the people before I send them.

Thank you,
Hades

DIAGNOSTIC TEST: Latin Heritage (1) and (2)

Note: This test is given at the beginning of each semester and at the end of each semester. Records of progress are kept.

Part I.

I. Complete the following sentences with the correct name taken from the list below the sentences.

1. The Greek goddess of love was ______________________
2. The greek god of the sea was ______________________
3. The king of the Greek gods was ______________________
4. The Greek sun god was ______________________
5. The queen of the Greek gods was ______________________

Zeus Apollo Aphrodite Hera Hermes Poseidon

II. Complete the following sentences with the correct name taken from the list below.

1. The king of the Roman gods was ______________________
2. The Roman goddess of love was ______________________
3. The Roman god of the sea was ______________________
4. The Roman goddess of wisdom was ______________________
5. The Roman god of war was ______________________

Apollo Jupiter Mars Minerva Neptune Venus

III. Match column two with column one. Write the correct letter in the blank.

1. Centaur ____
2. Cerberus ____
3. Cyclops ____
4. Harpy ____
5. Pan ____

A. A Greek god with horns and the lower limbs of a goat
B. One-eyed giant
C. Three headed watch dog of the underworld
D. Half man, half horse
E. Large bird with a head of a woman

IV. Match column one with column two. Write the correct letter in the blank.

1. Atlas ____
2. Daedalus ____
3. Hercules ____
4. Jason ____
5. Prometheus ____

A. Made wings with which he could fly
B. Gave fire to mankind
C. Strong man who performed twelve labors
D. Leader of the Argonauts
E. Held the sky on his shoulders

V. Match column one with column two. Write the correct letter in the blank.

1. Hades ______ A. River in the underworld
2. Olympus ______ B. Island where Apollo was worshipped
3. Styx ______ C. City in Greece
4. Athens ______ D. Land of the Dead
5. Delos ______ E. Home of the gods

Part II.

I. In the following sentences, identify the underlined words as to whether they are subject, object of verb, object of preposition, indirect object or predicate noun.

1. Our country is beautiful. ______________________
2. Britain is a large island. ______________________
3. America has many forests. ______________________
4. I gave Mary a letter. ______________________
5. The farmer lives in a cottage. ______________________

II. Identify the parts of speech of the underlined word as a noun, verb adjective, adverb, pronoun, or preposition.

1. Italy is dear to poets. ______________________
2. Anna is kind to everyone. ______________________
3. The boy ran rapidly down the street. ______________________
4. The farmers plow their field. ______________________
5. I talk to many people every day. ______________________

III. Use the correct pronoun for each of the underlined nouns.

he she they it

1. The children played games. ____________
2. The girls walked home. ____________
3. The man is now a teacher. ____________
4. The people looked at the mountain. ____________

IV. Tell whether the verb forms are singular or plural.

1. The rabbit likes to eat carrots. ______________________
2. The horses run in the field. ______________________
3. They looked at the burning building. ______________________
4. Tom and Mary write very well. ______________________
5. One of the boys plays the violin. ______________________

V. Circle the word that means the same as the underlined word.

1. He is an amorous (loving, angry, mad, sad) man.
2. He received many laudatory (condemning, cruel, foolish, praising) comments.
3. Mary walks in a very regal (quick, happy, slow, queenly) manner.
4. John is a novice (expert, inexperienced man, shy man, foreman) at his job.
5. An insular (large, surrounding, island, wealthy) kingdom needs a large navy.
6. (Swimming, hockey, baseball, tennis) is an aquatic sport.

FINAL EXAM: Latin Heritage (1)

Part I:

Directions: Match a name from column two to each phrase in column one. Answer 20 out of 23. Some names will be used more than once. Two will not be used at all. Put the letter of the answer in the blank provided.

_____ 1. Goddess of love
_____ 2. Died by his robe catching fire.
_____ 3. Queen of the gods
_____ 4. Gave fire to man
_____ 5. The underworld
_____ 6. Goddess of crops and agriculture
_____ 7. Sprang from the head of her father
_____ 8. Let all the troubles out in the world
_____ 9. Entertained Zeus and Hermes in their humble home
_____ 10. Shaggy with hair and had two short horns
_____ 11. Invented the lyre or harp using a tortoise
_____ 12. God of prophecy, foretelling the future
_____ 13. Swallowed his children
_____ 14. A city was named for her

A. Aphrodite
B. Apollo
C. Artemis
D. Athena
E. Atlas
F. Cronos
G. Daedalus
H. Demeter
I. Epimetheus
J. Hades
K. Hera
L. Hercules
M. Hermes
N. Hippomenes
O. Pandora
Q. Persephone
R. Philemon and Baucis

_____ 15. Ate promegranate seeds

_____ 16. Messenger of the gods

_____ 17. Invented wings and flew

_____ 18. Won a race by throwing golden apples

_____ 19. Made a statue that came to life

_____ 20. Champion for the oppressed and for justice

_____ 21. A man who said "Know Thyself."

_____ 22. Goddess of the moon

_____ 23. A warrior goddess who never married

S. Prometheus

T. Pygmalion

U. Socrates

V. Theseus

W. Pan

X. Zeus

Part II:

Directions: Write verum (true) or falsum (false) in the blank provided before each statement.

__________ 1. A pedagogue accompanied a Greek girl to school.

__________ 2. A Greek young man was given a sword and shield when he became a citizen.

__________ 3. Homer was a great Greek poet.

__________ 4. A benefactor does evil deeds.

__________ 5. The Parthenon is a temple to Zeus.

__________ 6. If you circumvent something, you go around it.

__________ 7. An Olympic victor wore a wreath of oak leaves.

__________ 8. The Greeks discontinued warfare during the time the Olympics were held.

__________ 9. A Greek gentleman took his cane and seal ring when he went out.

__________ 10. A door of a Greek house opened outwards and a person knocked on it when he went out as well as when he went in.

__________ 11. Alexander the Great was a great conqueror.

__________ 12. The Agora was the Greek market place.

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2 OF 4

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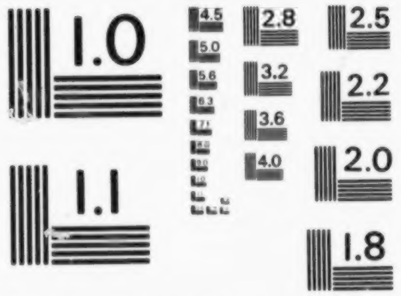
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1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

Part III:

Directions: Write the numbers 1-10 in Latin in the first blank and the corresponding Roman numeral in the second blank.

	Latin	Roman Numeral		Latin	Roman Numeral
1.			6.		
2.			7.		
3.			8.		
4.			9.		
5.			10.		

BONUS:

1. Write a paragraph about your favorite god, hero, or event of the ancient Greeks.

FINAL EXAM: Latin Heritage (2)

Part I:

Directions: Match a name from column two to each phrase in column one. Put the letter of the answer in the blank provided.

____ 1. A centaur who taught Jason
____ 2. A talking ship
____ 3. The woman who tried to poison Theseus
____ 4. Died because his son forgot his promise
____ 5. Lost a race and won a husband
____ 6. Played beautiful music
____ 7. Turned men into stone
____ 8. Wife of Peleus
____ 9. Monster with six heads
____ 10. Turned men into swine

A. Orpheus
B. Cheiron
C. Medusa
D. Argo
E. Thetis
F. Medeia
G. Scylla
H. Aigeus
I. Circe
J. Atalanta

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Part II.

Directions: Answer the following questions in a complete sentence in the space provided after each question.

1. How did the Hellespont get its name? ______________________________

2. What were the Heroes? ______________________________

3. How did Jason finally get the Golden Fleece? ______________________________

4. What was the Minotaur? ______________________________

5. How did Heracles repay the hospitality of Admetos? ______________________________

6. What was the mythological cause of the Trojan War? ______________________________

7. Who was the best Greek fighter in the Trojan War? ______________________________

8. Who killed him? ______________________________

9. How long was Odysseus absent from home? ______________________________

10. How did Odysseus convince Penelope that he was her husband? ______________________________

11. How did Odysseus get Achilles to fight in the Trojan War? ________

____

____

Part III.

Directions: Write verum (true) or falsum (false) in the blank provided.

________ 1. The labyrinth was a monster in Crete.

________ 2. Bellerophon was a humble man.

________ 3. Icaros was the son of Daidalos.

________ 4. Phaethon was the son of Helios.

________ 5. Priam was the queen of Troy.

________ 6. Achilles never stopped fighting during the Trojan War.

________ 7. Calypso kept Odysseus for one year.

________ 8. The sirens were such ugly creatures that men ran from them.

________ 9. Aeolus was not always kind to Odysseus.

________ 10. The Phaeacians were not rewarded for their kindness to Odysseus.

MYTHOLOGY TEST: Who Am I?

Note to the teacher: The following sample test is composed of two parts, each worth 50 points. Easy items are worth less points than more difficult ones. The test covers material from the first year of study, Latin Heritage (1) and (2). It begins with easy items and ends with those items that are difficult to recall and not commonly known.

The list of scrambled answers include Greek and Roman names. Some may be used more than once, others not at all.

The point value of each question is indicated within parentheses after the blank provided for the answer.

Directions: Choose your answers from the list provided at the end of Part 2. Some may be used more than once; others may not be used at all. The more difficult answers are in Part 2 and are worth more points. Write your answer in the blank provided.

Mythology Test: Who Am I? - page 2

Part #1

1. I was king of gods and men. ____________ (1)
2. I was king of the dead. ____________ (1)
3. I made armour for Achilles. ____________ (3)
4. I was the most beautiful woman in the world. ____________ (1)
5. I was able to charm animals and stones with my music. ____________ (2)
6. I helped Jason obtain the Golden Fleece because I fell in love with him. ____________ (2)
7. I wrestled with Death. ____________ (1)
8. I had a bed into which I fitted every traveler. ____________ (2)
9. I sprang from the blood of Medusa. ____________ (2)
10. I am the goddess of love and beauty. ____________ (1)
11. I pretended that I was crazy so that I wouldn't have to go to the Trojan War. ____________ (2)
12. I gave my bracelets, rings, and earrings to ransom my brother's body. ____________ (3)
13. I threw a golden apple at the marriage feast of Peleus and Thetis. ____________ (1)
14. Zeus visited me in a shower of gold. ____________ (3)
15. I guarded the entrance of Hades. ____________ (2)
16. Men who raced against me and lost paid the death penalty. ____________ (3)
17. It took me ten years to get home after the Trojan War. ____________ (3)
18. I attempted to drive my father's chariot across the sky. ____________ (4)
19. My grandfather put me and my mother in a dark closet and threw us into the sea. ____________ (4)
20. I wore wings on my sandals. ____________ (2)
21. I was changed into a mountain when I looked at Medusa's head. ____________ (3)
22. Although I was born a prince, I grew up as a shepherd. ____________ (1)
23. Because I fell off a ram, the Hellespont was named for me. ____________ (1)
24. I prophesied the truth, but nobody ever believed me. ____________ (2)

____

(50 points)

Part #2

Note to students: This part of the test is for those who wish to be challenged. The items are difficult. Try them. You will be surprised at how many you do know. Good luck.

1. I, a god, was thrown from Olympus, fell to earth and became a cripple. __________ (5)
2. I killed my children to get even with my husband. __________ (5)
3. I put a thread through a sea shell. __________ (5)
4. I drove a lion and a boar as a team to get my bride. __________ (5)
5. I dived into the sea for a ring. I brought it back and was quite dry. __________ (8)
6. I gave the English language a word that means to tease. __________ (7)
7. I was a monster and destroyed the Greek countryside. In English, my name means a fanciful tale. __________ (7)
8. I gave a young man, who was setting out on a very dangerous adventure, a shield to use as a mirror. __________ (8)

(50 points)

Answer key:

Part #1

1. Zeus
2. Hades
3. Hephaestus
4. Helen
5. Orpheus
6. Medea
7. Hercules
8. Procrustes
9. Pegasus
10. Venus
11. Odysseus
12. Polyxena
13. Discord
14. Danae
15. Cerberus
16. Atalanta
17. Odysseus
18. Phaeton
19. Perseus
20. Hermes
21. Atlas
22. Paris
23. Helle
24. Cassandra

Part #2

1. Hephaestus
2. Medea
3. Daedalus
4. Admetus
5. Theseus
6. Tantalus
7. Chimera
8. Athena

MYTHOLOGY TEST: Word Association

Note to teacher: Use Roman names for one test and Greek names for another.

Directions: Match the Roman (or Greek) names of gods and goddesses in column two with the words usually associated with them in column one. Put the letter of the answer in the blank provided.

_____ 1. ager
_____ 2. agricola
_____ 3. aqua
_____ 4. amor
_____ 5. bellum
_____ 6. cibus
_____ 7. equus
_____ 8. femina
_____ 9. gladius
_____ 10. luna
_____ 11. musica
_____ 12. nuntius
_____ 13. Oceanus
_____ 14. oliva
_____ 15. Olympus
_____ 16. pater
_____ 17. pugna
_____ 18. pulchra
_____ 19. regina
_____ 20. rex
_____ 21. sagitta
_____ 22. terra

Roman

A. Apollo
B. Ceres
C. Diana
D. Juno
E. Jupiter
F. Mars
G. Mercury
H. Minerva
I. Neptune
J. Venus

(or) Greek

A. Apollo
B. Aphrodite
C. Ares
D. Artemis
E. Athena
F. Demeter
G. Hera
H. Hermes
I. Poseidon
J. Zeus

MYTHOLOGY TEST: Trojan War

Directions: Match a name from column two to each phrase in column one. Put the letter of the answer in the blank provided.

_______ 1. King of Sparta
_______ 2. filled with Greeks to trick Trojans
_______ 3. King of Troy, youngest son of Laomedon
_______ 4. Agamemnon's wife
_______ 5. Agamemnon's daughter
_______ 6. Priam's son, runs off with Helen
_______ 7. kills his mother and her lover
_______ 8. disguised as a girl
_______ 9. founded by Prince Scamander
_______ 10. gives warnings that no one heeds
_______ 11. Menelaus' wife
_______ 12. Menelaus' brother
_______ 13. Sea-god who breaks spell for Menelaus
_______ 14. wears Achilles' armor
_______ 15. King of Ithaca

A. Priam
B. Iphigenia
C. Proteus
D. Troy
E. Orestes
F. Helen
G. Menelaus
H. Clytaemnestra
I. Paris
J. Patroclus
K. Agamemnon
L. Trojan horse
M. Odysseus
N. Cassandra
O. Achilles

MYTHOLOGY TEST: Odysseus

Directions: Match a name from column two to each phrase in column one. Put the letter of the answer in the blank provided.

________ 1. thunderbolt and storms
________ 2. magic charm
________ 3. Odysseus' home
________ 4. six-headed dog
________ 5. recognized Odysseus' scar
________ 6. half-bird, half women
________ 7. Odysseus' son
________ 8. princess washing clothes
________ 9. beautiful sorceress
________ 10. turns men into pigs
________ 11. monster of the whirlpool
________ 12. Guardian of the Winds
________ 13. Odysseus' old swineherd
________ 14. One-eyed Cyclops
________ 15. Odysseus' wife

A. Polyphemus
B. Aeolus
C. Sirens
D. Circe
E. Charybdis
F. Zeus
G. Penelope
H. Scylla
I. Nausicaa
J. moly
K. Telemachus
L. Eurycleia
M. Ithaca
N. Calypso
O. Eumaeus

IDEA EXCHANGE:

Bonus system: An effective way to motivate pupils to do required and voluntary assignments is to assign "bonus points" to each piece of work. The number of points would depend upon the length and difficulty of the assignment. Pupils enjoy watching their bonus score increase as the semester progresses. All homework, written work in class, tests, quizzes, projects and voluntary work are assigned bonus points. Some tests and quizzes may have bonus questions.

The teacher keeps a record of each pupil's bonus points in a bonus record book. The points are totalled at intervals and assigned letter marks (A, B, C etc.) so that pupils can be aware of their progress and their need for improvement. At this point the teacher may suggest a bonus activity worth "many" points to inspire those who have low scores to "catch up" by participating in the activity.

It is the teacher's prerogative to give pupils bonus points as special rewards for unusually good performance. Bonus points may also be awarded for written work as part of an audio-visual lesson. This may capture the attention of the pupils and promote learning.

Transparencies: Stories, compositions, pattern drills, tests, outlines, sentence frames and pictures can be transferred to transparencies and projected on a screen. The overhead projector is most useful. It does not require a darkened room. It is easy to operate. The teacher faces the class and can point to important features of the projected material. The attention of the class is focused on the screen instead of on copy in the book or on paper. Students can be motivated to make transparencies of illustrations in the text, magazines or newspapers.

Laminated flashcards: Vocabulary drill is effective with flashcards. These can be made from oak tag with a three-inch letter stencil. Laminating the surface of each flashcard will make it more durable and keep it clean. Some curriculum laboratories have laminating machines. Pictures may be added to the flashcard. Pupils may wish to make their own set of cards with original drawings.

Reading and the Overhead Projector: Projecting a story on the screen tends to attract the attention of the entire class. The teacher can conduct choral reading more easily by pointing to the sentences as they are read. The teacher can help the class translate the story by pointing to noun and verb signals that they can locate and see immediately. Pointing to key words also helps the class follow the Latin word order more easily. The teacher may use a colored grease pencil to underline all subjects in the reading selection. Another color may be used for all objects. Such color cues help the class identify the key constructions in the sentences all of which leads to comprehension.

Noun Signals: Pupils can grasp the concept of signals more easily than polysyllabic, grammatical terminology. Thus, the nominative case ending is taught as the subject signal, the subject being the doer or the actor in the sentence. The accusative case ending becomes the object signal, the object being the receiver of the action. The genitive case ending becomes the "of" signal which denotes possession such as boy's hat or hat "of" the boy. The dative case ending becomes the receiver signal, indicating that a person or thing receives something (other than action). The ablative case becomes the adverb signal to explain how, when, where etc.

Verb Signals: Pupils soon learn that Latin verb signals appear in verb endings and that by contrast, English verbs signal number and person through the pronoun system except for a few verb endings. The following bi-lingual conjugation of the verb to love illustrates this point.

1.	I	love	amO
2.	YOU	love	amaS
3.	HE	loveS	amaT
3.	SHE	loveS	amaT
3.	IT	loveS	amaT
			amaT
1.	WE	love	amaMUS
2.	YOU	love	amaTIS
3.	THEY	love	amaNT

The teacher can establish the parallel relationship between the pronoun I and the Latin verb ending - O through pattern drills with many verbs as the course progresses. The same can be done with the rest of the English pronoun subjects and their corresponding Latin verb endings. Since the pupils are native speakers of American-English, they understand the use and meaning of the subject pronouns. The teacher may reinforce the use of you in the singular and plural context by pointing to one pupil and saying, "I am speaking to you. You are Bill. Now I am speaking to you. You are the class." Some pupils can learn the Latin verb signals by associating them with the English subject pronouns without completely grasping the concept of "first, second and third persons." The important point is to respond correctly to the verb signals.

Pocket Charts and Sentence Generation: One pocket chart holds two sets of vocabulary cards. One set consists only of the stem of a vocabulary item printed in black; the other set consists only of the various signals or endings (subject, object, "of", "receiver", verb). The signals are printed in various colors, a different color for each signal. The pupil learns to associate a particular color with a particular signal. The second pocket chart is used to generate sentences by attaching appropriate color signals to the stem of vocabulary items and placing these completed words in appropriate order. Thus, the pupils manipulate the stems and signals to make words and then arrange them into sentences to communicate meaning in the Latin language. Difficult sentences in reading selections can be analyzed by using the pocket chart, the word stems and the signals.

Crossword Puzzle:

(Next three pages)

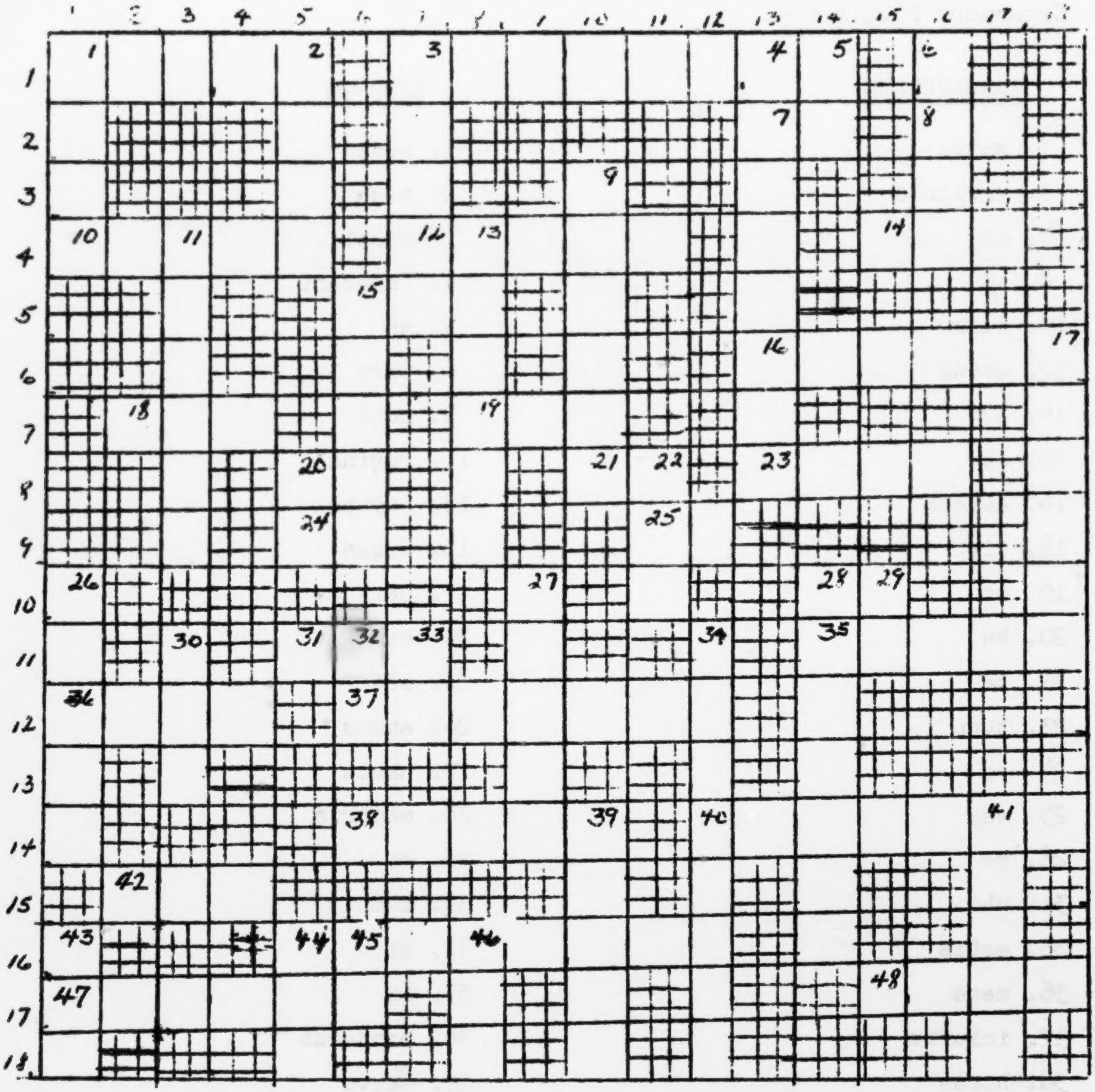
Crossword Puzzle:

TRANSVERSUM

1. forest
3. farmer
7. object signal, plural, first
8. toward
10. land
12. new
14. not
15. and so forth
16. friend
18. road
19. object signal, singular, second
20. future signal, they
21. subject signal, singular, second
23. your
24. object signal, plural, second
25. you are, singular
28. object form of "I"
31. where
35. you are, plural
36. my
37. injustice
38. object signal for hours
40. English derivative, hard
42. where
44. letter
47. seven
48. wave

DEORSUM

1. they are
2. water
3. they love
4. they work
5. object signal, plural, first
6. I prepare
9. now
11. queen
13. I seize
15. horse
17. slave
20. future signal with "I"
22. but
26. we are
27. sailor
28. memory
29. you are, singular
30. then
32. future signal with "he"
33. "on"
34. we entrust
39. I preserve
41. I praise
43. he is
44. English synonym for "allow"
45. English contraction for "I.am"
46. verb signal, you, plural


1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

Crossword Puzzle Key:

TRANSVERSUM

1. silva
3. agricola
7. as
8. ad
10. terra
12. novus
14. non
15. etc
16. amicus
18. via
19. um
20. bu
21. us
23. tuus
24. os
25. es
28. me
31. ubi
35. estis
36. meus
37. iniuria
38. horas
40. durable
42. ubi
44. litteram
47. septem
48. unda

DEORSUM

1. sunt
2. aqua
3. amant
4. laborant
5. as
6. paro
9. nunc
11. regina
13. occupo
15. equus
17. servus
20. bo
22. sed
26. sumus
27. nauta
28. memoria
29. es
30. tum
32. bi
33. in
34. mandamus
39. servo
41. laudo
43. est
44. let
45. I'm
46. tis

STRUCTURE: Some Differences Between Latin and English

One principal difference between the Latin and English languages is in their respective systems of signaling meaning. In English, word order is is of prime importance in conveying meaning; in Latin, word endings have this function.

ENGLISH: Word order				LATIN: Word ending			
	Subject	Verb	Direct Object		Subject	Direct Object	Verb
1.	The sailor	loves	the girl.	1.	NautA	puellAM	amat.
2.	The girl	loves	the sailor.	2.	PuellA	nautAM	amat.
3.	The sailors	love	the girls.	3.	NautAE	puellAS	amant.
4.	The girls	love	the sailors.	4.	PuellAE	nautAS	amant.

In the English sentences the position of the word sailor, girl, sailors, and girls indicated who did the loving and who was being loved.

In the Latin sentences, the ending of the word for sailor, girl, sailors, and girls signaled meaning. For instance, -a and -ae indicated the subject which did the loving and -am and -as indicated the direct object or the persons being loved.

The following display of inflected words show three changes in the word girl in English and five changes in the word puella in Latin.

CASE	ENGLISH	LATIN
Nominative	girl	puellA
Genitive	girl's (of the girl)	puellAE
Dative	girl (to or for the girl)	puellAE
Accusative	girl	puellAM
Ablative	girl (with the girl)	puellA
Nominative	girls	puellAE
Genitive	girls' (of the girls)	puellARUM
Dative	girls (to the girls)	puellIS
Accusative	girls	puellAS
Ablative	girls (with the girls)	puellIS

Some Differences Between Latin and English Continued

A second difference in the structure of the English and Latin languages in the position of adjectives. In English, they usually precede the nouns they modify; in Latin they follow the nouns except when they denote quantity.

A third difference in structure is in the agreement of adjectives. They do not agree with the nouns they modify in English; they do agree, however, in Latin in case, number, and gender.

A fourth difference in structure is in gender. In English, it's a matter of common sense; in Latin it must be learned partly by rule and partly by memory through declensions and patterns of endings.

Example:

S. V. D. O.

The good girls like the beautiful forests.

S. D. O. V.

PuellAE bonAE ______ silvAS pulchrAS amant.

STRUCTURE: Interrogation

Example	Explanation
1. TuNE scholam amas? (Do you like school?)	The enclitic ne is added to the first word of interrogative sentences when they are questions of fact requiring an answer of yes or no.
2. Tu scholam amas? (Do you like school?)	Sometimes the enclitic ne is omitted.
3. NonNE intellegis? (You understnad, don't you?)	The enclitic ne may be added to a negative word in an interrogative sentence when an answer of yes is expected.
4. NUM sunt picturae? (There aren't any pictures, are there?)	The use of num in an interrogative sentence precludes an answer of no.

Greek and Roman Gods

Gods	Sphere of Influence	Symbols
Greek: Zeus Roman: Juipter (Jove)	King of the gods King of mankind Protector of oaths Protector of rights and privileges of hosts and guests	Eagle Oak tree
Greek: Hera Roman: Juno	Queen of the gods Wife of Zeus Patroness of married women	Pomegranate Cuckoo Peacock Cow
Greek: Poseidon Roman: Neptune	God of the sea, earthquakes, and horses	Trident Dolphin Horses Pine tree
Greek: Apollo Roman: Apollo	God of the sun, music, prophecy, medicine	Sun chariot Lyre Laurel Raven Palm tree Serpent
Greek: Artemis Roman: Diana	Goddess of the moon, hunting, maidens Twin sister of Apollo	Moon Stag Bow Quiver Torch Javelin Boar Dog
Greek: Demeter Roman: Ceres	Goddess of Agriculture	Wheat Cornucopia Poppy
Greek: Hades Roman: Pluto	God of the underworld	Cerberos Cypress Narcissus
Greek: Dionysus Roman: Bacchus	God of wine	Thyrsus Cup Grapes Panther Ivy
Greek: Hecate Roman: Trivia	Goddess of ghosts, magic, witchcraft Giver of riches, good fortune	Triple body (back to back)

Greek and Roman Gods Continued

	Gods	Sphere of Influence	Symbols
Greek: Roman:	Cronose Saturn	God of the harvest	Sickle
Greek: Roman:	Pan Faunus	God of the woodland, pasture, flocks	Pipes Tortoise
Greek: Roman:	Eros Cupid (Amor)	God of love	Wings Bow Arrows Blindfolded
Greek: Roman:	________ Janus Lares Penates	God of beginnings Doorways God of Household	Key Staff Two faces
Greek: Roman:	Hermes Mercury	God of commerce and theft Messenger of the gods	Winged cap Sandals Caduceus
Greek: Roman:	Ares Mars	God of war	Sword Shield Dog Vulture Spear Blazing Torch
Greek: Roman:	Pallas Athena Minerva	Goddess of wisdom, war, maidens, handicrafts	Aegis Owl Shield Olive tree
Greek: Roman:	Hephaestus Vulcan	God of fire and metalworking blacksmith	Anvil Forge
Greek: Roman:	Aphrodite Venus	Goddess of love and beauty	Apple Dove Sparrow Poppy Rose Myrtle Hare
Greek: Roman:	Hestia Vestal	Goddess of the hearth and home	Hearth fire

MYTHOLOGY: The Nine Muses

The nine Muses were daughters of Jupiter and the goddess of memory whom the Greeks called Mnemosyne. Their names were associated with the humanities, the graces of civilization. Pegasus, the winged horse, was presented to the Muses by Minerva and has appeared many times in literature.

Muses	Area of Humanities
1. Calliope	epic poetry
2. Clio	history
3. Euterpe	lyric poetry
4. Melopomene	tragedy
5. Terpsichore	dance
6. Thalia	comedy
7. Erato	love poetry
8. Urania	astronomy
9. Polyhymnia	religious hymns

The study of the Muses is an excellent framework for the study of English poetry with lessons emphasizing the dramatic, lyric, and narrative types. Shorter poems like The Highway Man by Alfred Noyes, The Pied Piper of Hamelin by Robert Browning and parts of Hiawatha by Henry Wadsworth Longfellow could be selected, studied, and enjoyed.

History, poetry, drama, and dance could be creative outlets for the latent talents of the students. A myth could be expressed through dance emerging from students' ideas. A play could be born through inspiration taken from myths such as Pandora's Box, Echo and Narcissus, and Apollo and Daphne. Original poetry, too, may be a result of the study of mythology.

SIGNS OF THE ZODIAC

1.	Aris	Ram	March 21 - April 19
2.	Taurus	Bull	April 20 - May 20
3.	Gemini	Twins	May 21 - June 21
4.	Cancer	Crab	June 22 - July 22
5.	Leo	Lion	July 23 - August 22
6.	Virgo	Maiden	August 23 - September 23
7.	Libra	Scales	September 23 - October 22
8.	Scorpio	Scorpion	October 23 - November 21
9.	Sagittarius	Archer	November 22 - December 21
10.	Capricorn	Goat	December 22 - January 19
11.	Aquarius	Water Bearer	January 20 - February 18
12.	Pisces	Fishes	February 19 - March 20

PLANETS

Note: Many of the planets are named for Roman deities

1.	Jupiter	king of the gods
2.	Mars	god of war
3.	Mercury	messenger god
4.	Neptune	god of the sea
5.	Pluto	god of the Lower World
6.	Saturn	god of seeds and sowing
7.	Venus	goddess of love and beauty
8.	Uranus	early god of Heaven, personification of the sky

COLLEGE MOTTOES

1. City College of New York	Respice, adspice, prospice. Look back, look to the present, look to the future.
2. Hunter College	Mihi cura futuri. My concern is for the future.
3. Tulane University	Non sibi, sed suis. Not for herself, but for her own.
4. University of Chicago	Crescat scientia, vita excolatur. Let knowledge grow; let life be enriched.
5. University of Michigan	Artes, scientia, veritas. The arts, knowledge, truth.
6. University of North Dakota	Lux et lex. Light and law.
7. University of Oregon	Mens agitat molem. Mind moves the mass.
8. University of Washington	Lux sit. Let there be light.

STATE MOTTOES

1. Arizona	Ditat Deus. God enriches.
2. Arkansas	Regnat populus. The people rule.
3. Colorado	Nil sine numine. Nothing without divine guidance.
4. Connecticut	Qui translulit, sustinet. He who transplanted, sustains.
5. District of Columbia	Justitia omnibus. Justice to all.
6. Kansas	Ad astra per aspera. To the stars through difficulties.
7. Maine	Dirigo. I point the way.

State Mottoes Continued

8.	Maryland	Scuto bonae voluntatis tuae coronasti nos. With the shield of Thy good will, Thou hast crowned us.
9.	Michigan	Si quaeris peninsulam amoenam, circumspice. If you seek a pleasant peninsula, look about you.
10.	Mississippi	Virtute et armis. By valor and arms.
11.	Missouri	Salus populi suprema lex esto. The welfare of the people shall be the supreme law.
12.	New York	Excelsior. Ever upward.
13.	North Carolina	Esse quam videri. To be rather than to seem.
14.	Oklahoma	Labor omnia vincit. Work overcomes all obstacles.
15.	United States	E pluribus unum. Out of many, one.
16.	Virginia	Sic semper tyrannis. Thus ever to tyrants.
18.	West Virginia	Montani semper liberi. Mountaineers are always free.
19.	Wyoming	Cedant arma togae. Let arms yield to the toga. (Peace)

FAMOUS QUOTATIONS AND PROVERBS

1. Anon	Fames est optimus coquus.
	Hunger is the best cook.
2. Benedictine monks	Laborare est orare.
	To labor is to pray.
3. Erasmus	Vestis virum facit.
	Dress makes the man.
4. Horace	Omnes una manet nox.
	One night (death) waits for all.
	Ira furor brevis est.
	Anger is a temporary madness.
	Non omnes eadem mirantur amantque.
	People do not all love and admire the same things.
5. Juvenal	Mens sana in corpore sano.
	A healthy mind in a healthy body.
6. Ovid.	Saepe tacens vocem verbaque vultus habet.
	Often a silent face has voice and words.
7. Petronius	Manus manum lavat.
	A hand washes a hand.
	Sol omnibus lucet.
	The sun shines on everyone.
8. Plutarch	Philosophum non facit barba.
	A beard doesn't make a philosopher.
9. Publius Syrus	Etiam capillus unus habet umbram suam.
	Even a single hair cast its own shadow.
	Virum bonum natura.
	Nature and not rank makes a man good.
	Bona opinio hominum tutior pecunia est.
	A good reputation among men is safer than money.
	Stultum facit Fortuna quem vult perdere.
	Whom Fortune wishes to destroy,
	Ibi semper victoria ubi concordia est.
	There is always victory when there is harmony.
10. St. Matthew	Non in solo pane vivit homo.
	Man does not live by bread alone.

Famous Quotations and Proverbs Continued

11.	Seneca the Elder	Nemo sine vivitio. No one without an imperfection.
12.	Seneca	Errare humanum est. To err is human.
		Nulla . . . avaritia sine poena est. There is no greed without penalty.
		Homines, dum docent, discunt. While men teach, they learn
13.	Terence	Farter Fortuna adjuvat. Fortune helps the brave.
		Homo sum; nihil a me humani alienum puto. I am a man; I think nothing human is foreign.
14.	Vergil	Timeo Danaos et dona firentes. I fear the Greeks even when they bring gifts.

GREEK CULTURE: Food

The Athenians classified all their food in two categories: sitos (bread) and opson (food eaten with bread).

There were many varieties of cereal food. A wheaten loaf of bread was a luxury. Leaven was occasionally used. Sometimes the loaf was flavored with honey and cheese. Barley and oats were often used for making porridge and bread. Porridge was used before bread.

The Greeks ate much more fish than meat. Beef, mutton, and lamb were seldom eaten. They used fresh, dried, or pickled fish. The meat was flavored with condiments such as sauces, mustard, salt, pepper, vinegar, herbs, and spices.

Vegetables, fruit, nuts and cheese were more important than meat or fish to the common, ordinary Greeks. The Greeks and Romans had the same choice of vegetables. The Greeks had less choice in fruit. They imported olives from Phoenicia, but they cultivated apples, pears, grapes, figs, olives, nuts and mulberries in their own country. Olives were eaten by everyone, even for breakfast.

Wine was the chief beverage for the Greeks and Romans. They used honey instead of sugar, olive oil instead of butter, and milk from a goat instead of a cow.

GREEK CULTURE: Clothing

The clothing of Greek men and women was quite similar. A woman often wore her husband's cloak outdoors. The fashion in clothing did not change as radically nor as often as in modern times. Wearing apparel was made at home. Often the same piece of cloth served as a blanket, dress, or shroud.

Chiton: Both men and women wore tunics called chitons. There were two styles: the Ionian made of linen, gathered at the waist with one or two girdles and the Doric made of wool.

Himation: This was a cloak arranged in creative, elaborate folds covering the entire body, but usually drawn away from the shoulders. It could be worn outdoors.

Chlamys: This was a short, flowing cloak worn while riding.

Clothing Continued

Petasos: This was a broad-brimmed hat for men and a round one for women. It was seldom worn because ordinarily they drew up their cloaks to cover their heads.

Sandals: Sandals with heavy soles were worn outdoors. At home the Greeks went barefoot. A gentleman may even be strolling barefoot outdoors and at the same time proudly displaying his seal ring on his finger.

GREEK CULTURE: House

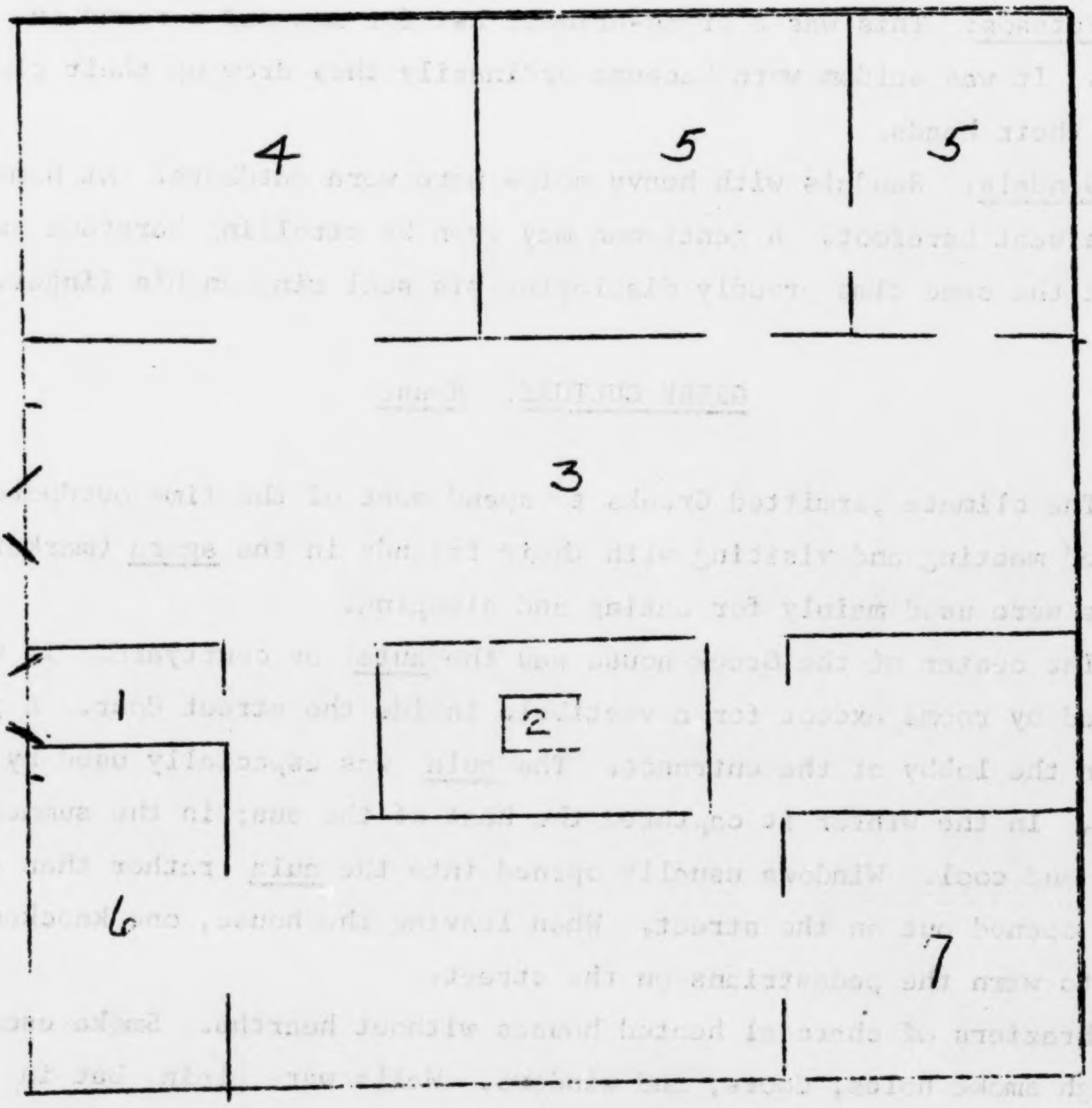
The climate permitted Greeks to spend most of the time outdoors. They enjoyed meeting and visiting with their friends in the agora (market place). Houses were used mainly for eating and sleeping.

The center of the Greek house was the aula or courtyard. It was surrounded by rooms except for a vestibule inside the street door. A porter sat in the lobby of the entrance. The aula was especially used by the women. In the winter it captured the heat of the sun; in the summer it was shady and cool. Windows usually opened into the aula rather than the street. Doors opened out on the street. When leaving the house, one knocked on the door to warn the pedestrians on the street.

Braziers of charcoal heated houses without hearths. Smoke escaped through smoke holes, doors, and windows. Walls were plain, but in later periods they were decorated. Some of these houses had mosaic floors. Artificial lighting at night was provided by torches and oil lamps often fastened to the walls. Latrines discharged into gutters outside and sometimes were placed near the front entrance. The water supply was provided by public fountains, private wells, and underground rain cisterns. Some houses had gardens in the back.

The andron were rooms for men. The gynaikon were rooms for women. The exedra was a recess where people could sit outdoors in the summer. The impluvium was a pool which caught the rain water from the roofs in the courtyard. The oecus was the living room used for household tasks such as spinning. The pronaos was the porch. The thalamoi were sleeping and storage rooms. The triclina was the dining room.

Floor Plan of a Greek House



1. Entrance (porter sat in lobby)	
2. Aulae	Courtyard with impluvium and columns
3. Pronaos	Porch
4. Gynaikon	Women's living rooms
5. Thalamai	Sleeping and storage rooms
6. Kitchen	
7. Stairs to upper story	

GREEK CULTURE: Education

Elementary School:

Boys from six to fourteen years of age attended elementary school. Their subjects included reading, simple arithmetic, and music. Music at that time incorporated all the arts connected with the Muses or the humanities (poetry, history, drama, dance, music, etc.). The area of music was studied for moral profit, so that children would be "more gentle, harmonious and rhythmical." Religious and ethical ideas were very important in elementary schools at that time. Physical education was known as gymnastike. Boys from eight to twelve years of age went to a Paidotribes and exercised in a palaestra or a private gymnasium for adults.

Secondary School:

Rich boys from fourteen to eighteen years of age attended secondary school where they studied mathematics, rhetoric, literature, and sometimes grammar, metre, and art.

Ephebus:

At the age of eighteen boys trained as an ephebus. They spent one year in military training and a second one in garrison duty under the supervision of the State. At the end of these two years of training, they were presented with a spear and a shield at which time they swore to defend and honor their country and not to bring shame on their weapons. They enjoyed immunity from taxes and from being prosecuted. As an ephebus, they wore their hair short. They also wore a petasos (broad-brimmed hat) and a chlamys (short cloak).

University or college:

Schools of philosophy and wandering Sophists provided higher education in those days. The Sophists were versatile, practical, objective, and vocational. The philosophers provided the deeper search for principles, since they regarded study as co-extensive with life. For example, Aristotle was Plato's student for twenty years.

Girls' Education:

Girls remained at home and were trained in household affairs. However, those in Sparta received more education than the Athenian girls. Some were admitted to Plato's Academy and some even became professors like Hypatia in Alexandria.

Arithmetic:

In ancient times there were no adequate symbols for numbers. Instead, the schoolboy used letters of the alphabet. He used his fingers to count under ten. (Digit means a finger.) He also used pebbles or an abacus to calculate. (Calculate comes from calculus.) An abacus is a device using beads that slide on rods for adding, subtracting and other arithmetic functions. The abacus that the Greek boy used had ten beads strung horizontally on a top wire, each bead representing one and totaling 10. The second line of ten beads had a count of ten for each of ten beads, totaling 100. The third and last line of ten beads had a count of one hundred for each of ten beads, totaling 1000. The schoolboy could thus experiment with the abacus and discover the meaning of odd, even, and prime numbers. Number concepts came to life for him through the use of the abacus.

Geometry:

The origin of some of the geometric terms came from Greek words. An isoceles triangle is one with two equal sides. The word comes from equal and legs in Greek. An equilateral triangle has three equal sides and means equal sides in Greek. A parallelgram has parallel lines. The word parallel is of Greek origin. The hypotenuse is the side of the triangle which is opposite the right angle. It means to stretch under in Greek. It is a line which stretches from the base of the triangle to the top of the perpendicular line of the triangle.

Algebra:

Greek schoolboys did not study algebra until the third century B.C. when Diaphantes of Alexandria invented it.

ROMAN CULTURE: Meals (Cibi) and Food

There were four main Roman meals: jentaculum, prandium, cena, and vesperna.

Jentaculum was a light breakfast of bread dipped in wine or eaten with honey, salt, or olives. It was eaten about the third hour (9:00 A.M.).

Prandium was a lunch of cold meat, vegetables, bread, and wine often eaten outdoors, weather permitting. It was eaten about noon.

Cena was the principal meal or dinner of hot soup, fish, fowl, meat, vegetables, and fruit. It was eaten in the evening.

Vesperna was a supper less elaborate than the cena. In later periods it was replaced by the cena.

Roman food was similar to ours. They used olive oil instead of butter and honey instead of sugar. They did not know about tomatoes, potatoes, and corn. Wine, usually mixed with water, was the favorite beverage. Romans used to recline while eating. Meat was carved before it came to the table. One's fingers served as utensils. After each course, the mensa (table) was removed and a fresh one brought in with the next course.

CLASSIFIED VOCABULARY: Food and Meals

Part #1: Food

	Latin	English
1.	antecena, -ae (f.)	appetizers
2.	ab ova usque ad mala	(eggs, apples), "from soup to nuts
3.	caseus, -i (m.)	cheese
4.	cibus, -i (m.)	food
5.	nutrimentum, -i (n.)	food
6.	condimentum, -i (n.)	sauce (for many foods)
7.	crustulem, -i (n.)	cookie
8.	crustum, -i (n.)	pie
9.	jusculum, -i (n.)	soup, broth
10.	lac, lactis (n.)	milk

Food and Meals Continued

	Latin	English
11.	mel, mellis (n.)	honey
12.	mulsum, -i (n.)	honeyed wine
13.	oleum, -i (n.)	oil (olive oil)
14.	ovum, -i (n.)	egg
15.	panis, panis (m.)	bread
16.	panis et mel	bread and honey

Part #2: Vegetables (olus, oleris (n.))

1.	asparagus, -i (m.)	asparagus
2.	beta, -ae (f.)	beet
3.	brassica, -ae (f.)	cabbage
4.	caepa, -ae (f.)	onion
5.	carota, -ae (f.)	carrot
6.	faba, -ae (f.)	bean
7.	lactuca, -ae (f.)	Lettuce
8.	radix, radicis (f.)	radish
9.	rapum, -i (n.)	turnip

Part #3: Fruits and Nuts (Fructus, -us et Nuces)

1.	castaneae, -arum (f.)	chestnuts
2.	ficus, -i or -us (m.)	fig
3.	fragum, -i (n.) (always plural)	strawberry
4.	malum, -i (n.)	apple (fleshy pulp fruit)
5.	malum aurantium, -i (n.)	orange
6.	malum Persicum, -i (n.)	peach (from Persia), often called just Persicum
7.	oliva, -ae (f.)	olive
8.	pirum, -i (n.)	pear
9.	pomum, -i (n.)	fruit
10.	pomum citreum, -i (n.)	lemon

Food and Meals Continued

	Latin	English
11.	pomum Poeniceum, -i (n.)	pomegranate
12.	prunium, -i (n.)	plum
13.	uva, -ae (f.)	bunch of grapes
14.	nux, nucia (f.)	nut
15.	placenta, -ae (f.)	cake
16.	secunda mensa, -ae (f.)	dessert
17.	vinum, -i (n.)	wine

Part #4: Meats and Fish (*Carnes et Pisces*)

Note: The feminine noun *caro* means *flesh* or *meat*. The kind of meat is expressed by the adjective form: *forcina*, pork; *bubula*, beef; and *ovilla*, mutton. The adjectival forms are used instead of the noun *caro*.

1.	assus, -a, -um (adj.)	roasted
2.	assa bulbula, -ae (f.)	roast beef
3.	elixus, -a, -um (adj.)	boiled
4.	gallina, -ae (f.)	hen, chicken
5.	gallus, -i (m.)	rooster
6.	ostrea, -ae (f.)	oyster
7.	ovillus, -a, -um (adj.)	mutton (ovilla)
8.	perna, -ae (f.)	ham
9.	perna ovaque	ham and eggs
10.	pisces, -is (m.)	fish
11.	procina, -i (m.)	pork

Part #5: Verbs

1.	bibo, bibere, bibi	to drink
2.	lac bibo	to drink milk
3.	ceno (1)	to dine
4.	esurio (4)	to be hungry

Food and Meals Continued

Latin	English
5. jento (1)	to take breakfast
6. manduco (1)	to eat, chew
7. sitio (4)	to be thirsty

Part #6: Some Foods Unknown to Romans

1. butzrum, -i (n.)	butter
2. Coca Cola, -ae (f.)	Coca Cola
3. Coffea, -ae (f.)	coffee
4. porcina longa or hilla, -ae (f.)	hot dog
5. glacielac, glacielactis (n.)	ice cream
6. conditura, -orum (n.)	jam
7. saccharium, -i (n.)	sugar
8. tea, -ae (f.)	tea
9. panis tostus, -is, -i (n.)	toast

Part #7: Related Words

1. caupona, -ae (f.)	shop, tavern, inn
2. culina, -ae (f.)	kitchen
3. macellum, -i (n.)	market
4. popina, -ae (f.)	eating house, cook shop, restaurant, food sold at cook house

ROMAN CULTURE: Clothing

Men:

The toga was a large white cloth, usually woolen, draped around the body and extending to the feet. Men wore it over a tunic. It was formal dress for Roman citizens. The tunica or tunic was a short-sleeved shirt reaching to the knees. It was the customary garment worn indoors. The toga praetexta was a toga with a purple border worn by priests, magistrates, and boys of patrician families before they entered manhood, usually at the age of sixteen. The virilis was a white toga that the youth used following the wearing of the toga praetexta. The heavy marching boot for soldiers was called caliga and was laced on the instep and fastened by thongs. In the case of senators, calceus was footgear made of red leather with an ivory crescent with thongs wound around the legs and tied twice in front. Romans wore sandals and shoes. However, stockings were unknown. Hats were rarely worn except for traveling. Men seldom wore ornaments except for the seal ring which had a practical use. Throughout Roman history from time to time, men appeared both clean shaven and bearded.

Women:

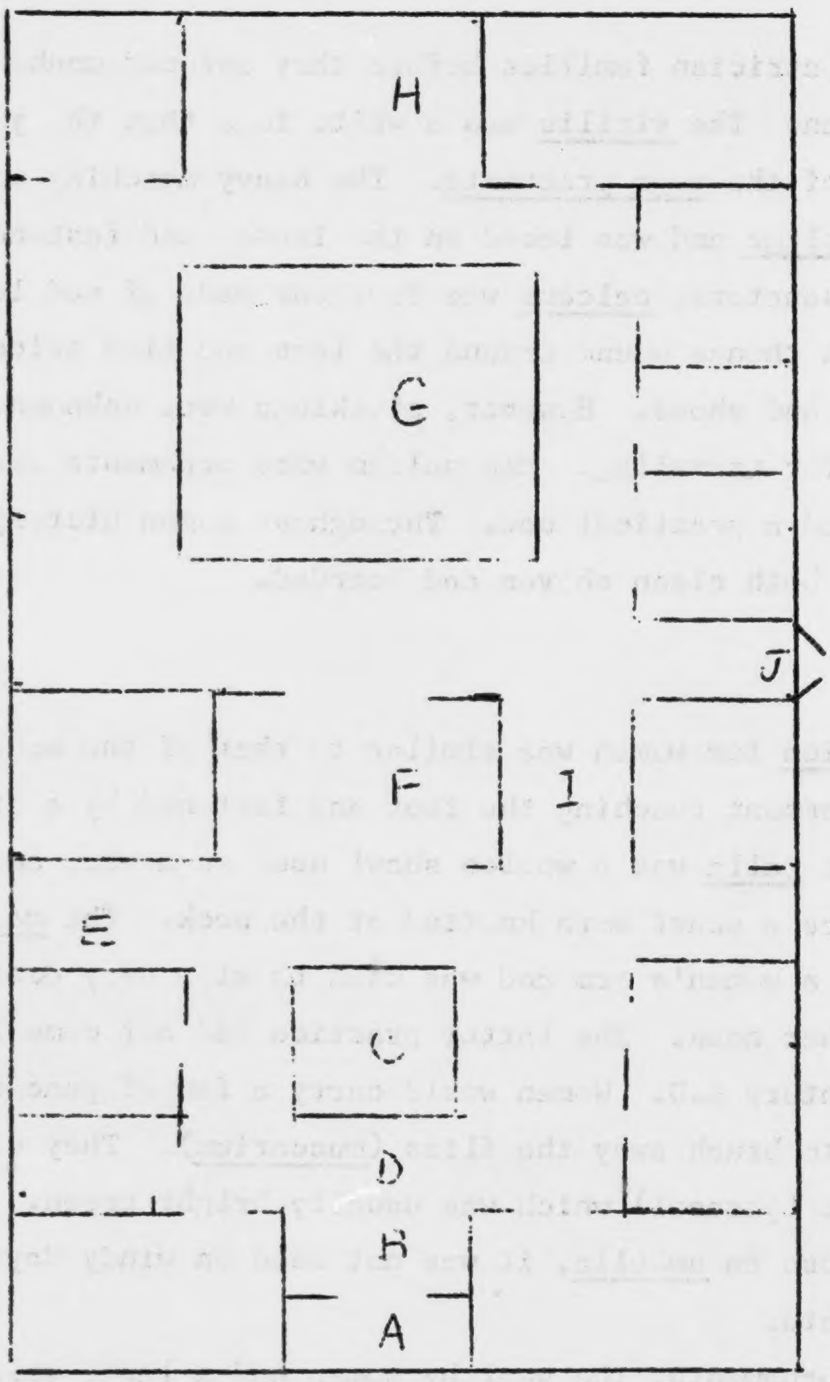
The tunica for women was similar to that of the men. The stola was a long, full garment reaching the feet and fastened by a girdle. It was worn indoors. The palla was a woolen shawl used as a wrap and worn outdoors. The focale was a scarf worn knotted at the neck. The mappa was a cloth which dangled from a woman's arm and was used to wipe away dust or perspiration, not to blow her nose. The latter practice did not come in until the end of the third century A.D. Women would carry a fan of peacock feathers (flabellum) to brush away the flies (muscarium). They carried an umbella or a sunshade (parasol) which was usually bright green. Since there was no way to close an umbella, it was not used on windy days. Hair styles were often elaborate.

As for ornaments, the wealthy woman had a large selection: a diadem for her hair, earrings, a collar (monile), trinkets (catellae) around her neck, a pendant for her breast, bracelets for her arms (armillae) and ankles (periscelides) and rings (anuli) for her fingers.

ROMAN CULTURE: House

The following description is of a city house of a wealthy Roman. The atrium was a spacious room beyond the main entrance. It was used for a reception room. The compluvium was an opening in the roof of the atrium to let in light and air since the Roman house had no windows. The impluvium

Floor Plan of a Roman House



A.	**Vestibulum**	**Entrance**
B.	**Fauces**	**Passage**
C.	**Impluvium**	**Basin holding grain, water coming from compluvium**
D.	**Atrium**	**Fore-court hall**
E.	**Ala**	**Side rooms**
F.	**Tablinum**	**Place for family records**
G.	**Peristylum**	**Garden surrounded by columns**
H.	**Exedra**	**Hall with seats**
I.	**Andron**	**Passage between courts and halls**
J.	**Posticum**	**Back door**

was a basin used to catch the rain water that came through the compluvium. The tablinum was used as a study or office for the master of the house. It was directly opposite the entrance in full view of the atrium. The peristylum was an open courtyard including a garden which could be reached through a passage from the atrium. It is analogous to the modern family room. The triclinum was the dining room adjoining the peristylum or family room. The bedrooms, bath, and kitchen were built around the peristylum.

Country homes were called villae. Other Romans lived in insulae or apartments in buildings five or six stories high which were fire hazards.

ROMAN CULTURE: Family

Familia means household even though it is generally translated as family. The familia represented the extended family: father (pater familias), mother (mater familias), their children, wives of their sons, grandchildren, other relatives, slaves, and clients. The father had absolute power and control over his children. He demanded obedience and got it. The mother managed the household, supervised the slaves, and taught the young children. She often helped her husband in politics and business.

CLASSIFIED VOCABULARY: Family

	Latin	English
1.	pater, -ris (m.)	father
2.	mater, -ris (f.)	mother
3.	matercula, -ae (f.)	little mother (endearment)
4.	filius, -i (m.)	son
5.	filia, -ae (f.)	daughter
6.	liberi, -orum (m.)	children
7.	avus, -i (m.)	grandfather
8.	soror, -is (f.)	sister
9.	frater, -ris (m.)	brother
10.	avunculus, -i (m.)	maternal uncle

Family Continued

	Latin	English
11.	patruus, -i (m.)	paternal uncle
12.	matertera, -ae (f.)	maternal aunt
13.	amita, -ae (f.)	paternal aunt
14.	consobrinus, -i (m.)	male cousin
15.	consobrina, -ae (f.)	female cousin

ROMAN CULTURE: Education

Before the age of seven, children received their training at home. Great stress was placed on moral training in terms of obedience, patriotism, reverence, and respect for the law.

After the age of seven, a Roman boy attended the ludus or private elementary school. (There was no compulsory public education). The litterator (teacher) taught him reading, writing, and simple arithmetic. Even in Cicero's time, children learned the Twelve Laws by heart. A paedagogus (educated slave) accompanied the Roman boy to school.

The grammaticus (teacher in grammar school) taught the Roman boy Latin and Greek literature with poetry playing an important role in the curricula. Both languages were taught in Roman grammar schools from Livius Andronicus until the fourth century A.D. The study of Latin and Greek trained the Roman's political imagination, influenced Roman imperialism and affected Rome's position as mistress of the world. Physical education was handled by the father after school hours when he taught his sons swimming, boxing, wrestling, horseback riding, and the use of arms.

Higher education was administered in the school of rhetoric where the young man was tuaght oratory and politics. Rich Roman youths traveled abroad to Greece, Rhodes, or Asia Minor in order to study law, oratory, and philosophy under famous teachers.

Roman girls rarely attended school. They learned sewing, spinning, weaving, and housekeeping from their mothers. Their goal in life was to become a future domina of a household.

Education Continued

Instructional materials were in the form of rolled up parchment, papyrus, and tablets (tabula). Ink and pen were used on parchment; papyrus, a kind of paper made from a reed which grew in the Nile River, was used for letters; the tablets were made of wooden boards covered with a thin layer of wax. The Roman boy used a stilus (pointed instrument) to write on the wax tablet. He erased his tablet with the blunt end of the stilus.

ROMAN CULTURE: Amusements

Among the most famous amusements were gladiatorial combats, theatrical performances, chariot races, and baths. The Colosseum is the largest amphitheater in Rome and was the scene of many combats between gladiators or between gladiators and wild beasts. Comedies, dances, and pantomimes were held in the daytime in outdoor theaters. Chariot races were held in the Circus Maximus, an arena in Rome. The Campus Martius was a large area used for athletic exercises and military training. The Balneae or Thermae were elaborate baths analogous to modern country clubs. These buildings also contained libraries, gardens, gymnasiums, and lounging rooms. Often a game of "tennis" would precede a bath. It was played with the palm of the hand instead of a tennis racket. An older man might enjoy a game similar to chess or checkers while chatting with a friend. The famous Baths of Caraculla are perpetuated in the architecture of the Pennsylvania Railroad Terminal in New York City.

Roman children's games were very similar to those of today such as spinning tops, hoop rolling, jacks, kites, marbles, leap frog, hide-and-seek, and blindman's bluff.

Fome of the outdoor sports were handball, fishing, hunting, boxing, wrestling, discus throwing, fencing, running, jumping, and swimming.

Before marriage, girls dedicated their dolls and toys to the household gods, Lares.

CLASSIFIED VOCABULARY: Boys' Names for Classroom Use

	Latin	English
1.	Albertus	Albert
2.	Antonius	Anthony
3.	Bernardus	Bernard
4.	Benedictus	Benedict
5.	Christophorus	Christopher
6.	Cornelius	Cornelius
7.	Eduardus	Edward
8.	Franciscus	Francis
9.	Fredericus	Frederick, Fred
10.	Gregorius	Gregory
11.	Gulielmus	William
12.	Henricus	Henry
13.	Jacobus	Jacob
14.	Joannes	John
15.	Josephus	Joseph
16.	Julius	Julius, Julian
17.	Leo	Leo
18.	Ludovicus	Louis
19.	Marcus	Marcus, Mark
20.	Martinus	Martin
21.	Patricus	Patrick
22.	Paulus	Paul
23.	Petrus	Peter
24.	Phillipus	Phillip
25.	Raymundus	Raymond
26.	Rex	Rex
27.	Robertus	Robert
28.	Rufus	Rufus
29.	Stephanus	Stephen
30.	Timotheus	Timothy
31.	Victor	Victor

CLASSIFIED VOCABULARY: Girls' Names for Classroom Use

	Latin	English
1.	Alma	Alma
2.	Amanda	Amanda
3.	Angela	Angela
4.	Anna	Anna
5.	Barbara	Barbara
6.	Caecilia	Cecilia
7.	Catharina	Catherine
8.	Christina	Christine
9.	Clara	Clara
10.	Claudia	Claudia
11.	Dorothea	Dorothy
12.	Flora	Flora
13.	Florentia	Florence
14.	Gloria	Gloria
15.	Gratia	Grace
16.	Julia	Julia
17.	Juliana	Julianne
18.	Lucia	Lucy
19.	Magdalena	Magdalene
20.	Margarita	Margaret
21.	Maria	Mary, Marie
22.	Miranda	Miranda
23.	Martha	Martha
24.	Monica	Monica
25.	Olivia	Olivia, Olive
26.	Patricia	Patricia, Patrice
27.	Paula	Paula
28.	Paulina	Pauline
29.	Regina	Regina
30.	Roberta	Roberta
31.	Rosa	Rose
32.	Stella	Stella

Girls' Names Continued

	Latin	English
33.	Susanna	Susanna, Susan
34.	Sylvia	Sylvia
35.	Teresia	Teresa, Therese
36.	Ursula	Ursula
37.	Vera	Vera
38.	Verda	Verda
39.	Veronica	Veronica
40.	Victoria	Victoria
41.	Viola	Viola
42.	Virginia	Virginia
43.	Viviana	Vivian

CLASSIFIED VOCABULARY: Girls' Names of Greek Origin

	Name	Greek Meaning
1.	Agatha	good, virtuous
2.	Aileen	light
3.	Anastasia	one who will rise again
4.	Cora, Corrine	maiden, girl
5.	Cynthia	moon goddess
6.	Dora	gift
7.	Dorothea	Dorothy
8.	Elaine	light
9.	Electra	amber
10.	Eugenia	born of nobility
11.	Evangeline	good messenger, good tidings
12.	Helena, Helen	light
13.	Irene	peace
14.	Margaret, Marguerita	pearl
15.	Melanie	darkness
16.	Melissa	honey bee

Girls' Names Continued

	Name	Greek Meaning
17.	Pandora	all gifts
18.	Petrina	rock, steadfast
19.	Philippa	lover of horses
20.	Philomena	loving friend
21.	Phyllis	green bough
22.	Sophia	wisdom
23.	Stephanie	garland, crown
24.	Theodora	gift of God
25.	Timothea	honoring God

CLASSIFIED VOCABULARY: Girls' Names of Roman Origin

	Name	Roman Meaning
1.	Agnes	lamb
2.	Alma	fostering, kind
3.	Annabel	lovable
4.	Amanda	worthy of love
5.	Amy	beloved
6.	Angela	angel
7.	Arabella	fair and beautiful altar
8.	Augusta	majestic
9.	Aurelia	golden
10.	Barbara	foreign
11.	Beatrice	making happiness
12.	Benedicta	one who is blessed
13.	Carmen	a song
14.	Cecilia	musical
15.	Celestine	heavenly
16.	Christina	Christian
17.	Clara, Clarissa	bright, famous
18.	Claudia, Claudetta	lame

Girls' Names Continued

	Name	Roman Meaning
19.	Consuela	consolation
20.	Diana, Diane	goddess of the moon
21.	Dolores	sorrows
22.	Flora	flowers
23.	Florence	flowers, bloom
24.	Gloria	glory
25.	Grace	grace, gratitude
26.	Hester	yesterday
27.	Julia, Juliana	a Roman family name
28.	Jocelyn	the fair
29.	Justine	the just
30.	Laura	laurel
31.	Leona	lion
32.	Letitia (Letty)	happiness
33.	Lillian	lily
34.	Lucy, Lucia, Lucinda	light
35.	Mabel	lovable
36.	Maria	bitter (Latin form from Hebrew)
37.	Marina	sea maiden
38.	Monica	advisor
39.	Miranda	worthy of admiration
40.	Natalie	child of Christmas
41.	Nona	ninth born
42.	Norma	model, pattern
43.	Olivia, Olive	olive, peace
44.	Patricia	well born, aristocratic
45.	Paula, Pauline	little
46.	Primrose	first rose
47.	Regina	queen
48.	Rose, Rosa	rose
49.	Rosalind	fair rose
50.	Stella, Estelle	star

Girls' Names Continued

Name	Roman Meaning
51. Sylvia	of the forest
52. Una	one
53. Ursula	bear (female)
54. Valentina	vigorous, strong
55. Vera	true
56. Verda	young and fresh
57. Verna	spring born
58. Vesta	goddess of the hearth
59. Victoria	victory
60. Viola, Violet	violet
61. Virginia	maiden
62. Vivian	lively, living

CLASSIFIED VOCABULARY: Boys' Names of Greek Origin

Name	Greek Meaning
1. Andrew	manly
2. Damon	tame, domesticated
3. Demetrius	lover of the earth
4. Jerome	holy
5. Nicholas	victory of the people
6. Peter	rock
7. Phillip	lover of horses
8. Sebastian	reverenced
9. Stephen	crown, garland
10. Theodore	gift of God
11. Timothy	honoring God

CLASSIFIED VOCABULARY: Boys' Names of Roman Origin

	Name	Roman Meaning
1.	Augustus	majestic
2.	Aurelius	golden
3.	Benedict	blessed
4.	Christian	Christian
5.	Clarence, Clare	bright
6.	Claude	lame
7.	Constant	firm, true
8.	Dexter	on the right, fortunate
9.	Duke	leader
10.	Dominic	of the Lord
11.	Felix	happy, lucky
12.	Horace	Roman name (nomen)
13.	Ignatius	the fiery one
14.	Leo	lion
15.	Lucius	light
16.	Marcus	Roman Praenomen
17.	Martin	of Mars
18.	Maurice	dark, Moorish
19.	Maxmillian	the greatest; Max (abbreviated form)
20.	Octavius	eighth child
21.	Paul	little
22.	Patrick	patrician, well born
23.	Pius	devoted, faithful
24.	Prentice	learner, to seize (apprehendo)
25.	Quentin	fifth
26.	Quintus	fifth
27.	Rex	king
28.	Rufus	red
29.	Sargent	serving, a military attendant
30.	Septimus	seventh
31.	Sylvester	of the woods

Boys' Names Continued

	Name	Roman Meaning
32.	Valentine	healthy, strong
33.	Victor	conqueror, winner
34.	Vincent	conquering, winning

CLASSIFIED VOCABULARY: Nouns, Classroom Objects

	Latin	English
1.	arca	box
2.	camera	room
3.	carta	paper
4.	cathedra	chair (with back)
5.	corbula	basket
6.	creta	chalk
7.	erasura	eraser
8.	fenestra	window
9.	ianua	door
10.	lucerna	light
11.	mensa	table
12.	penna	pen
13.	pictura	picture
14.	pila	ball
15.	regula	ruler
16.	sella	chair
17.	statua	statue
18.	tabula	tablet (map)
19.	tabula nigra	blackboard

CLASSIFIED VOCABULARY: Nouns, First Declension

	Latin	English
1.	adulescentia	youth
2.	advena	stranger
3.	agricola	farmer
4.	agricultura	agriculture
5.	ala	wing
6.	amica	friend (female)
7.	amita	aunt
8.	angelus	angel
9.	ancilla	maiden
10.	ancora	anchor
11.	anicula	little old woman
12.	aqua	water
13.	aquila	eagle
14.	ara	altar
15.	arca	chest, box
16.	arena	arena, sand
17.	audacia	daring, boldness
18.	auriga	driver, charioteer
19.	bascilia	building, meeting place
20.	bestia	beast
21.	caliga	shoe, boot
22.	camera	room
23.	capea	onion (cepa)
24.	casa	cottage
25.	catena	chain
26.	cauda	tail
27.	causa	cause, reason
28.	caverna	cave
29.	cella	room, storehouse, shrine
30.	cena	dinner

Nouns, First Declension Continued

Latin	English
31. cerva	deer (doe)
32. cicada	grasshopper
33. clava	club
34. clementia	mercy
35. colonia	estate
36. columna	column, pillar
37. coma	lair
38. concordia	harmony
39. copia	abundance, supply
40. corona	crown
41. consobrina	cousin on the mother's side
42. controversia	dispute
43. creatura	creature
44. culpa	fault, blame
45. cura	care, concern
46. custodia	guard
47. dea	goddess
48. diligentia	care, concern
49. disciplina	instruction, teaching
50. discipula	a student (female)
51. divitiae (pl)	riches
52. doctrina	teaching, instruction
53. domina	mistress
54. epistula	letter
55. Europa	Europe
56. fabula	story
57. fama	fame, reputation
58. familia	family
59. femina	woman

Nouns, First Declension Continued

	Latin	English
60.	fenestra	window
61.	figura	form, shape
62.	fanua	door
63.	filia	daughter
64.	flamma	flame
65.	forma	form, shape
66.	formica	ant
67.	fortuna	fortune
68.	fossa	ditch
69.	fuga	flight
70.	galea	helmet
71.	gallina	chicken
72.	gemma	jewel
73.	gloria	glory
74.	Graecia	Greece
75.	gratia	pleasantness, charm, favor
76.	hasta	spear, javelin
77.	herba	grass, plant with stalk
78.	Hibernia	Ireland
79.	Hispania	Spain
80.	historia	history
81.	incola	inhabitant
82.	infantia	infancy
83.	inuiria	injury, harm
84.	injustitia	injustice
85.	inopia	lack, need
86.	insula	island
87.	ira	anger, ire
88.	Italia	Italy

Nouns, First Declension Continued

	Latin	English
89.	invidai	envy, hatred
90.	lacrima	tear (from one's eye)
91.	lacuna	pools, ponds
92.	laetitia	joy, merriment
93.	lingua	tongue, language
94.	littera	letter of alphabet, letter (pl)
95.	lucerna	lamp
96.	luna	moon
97.	lupa	she wolf
98.	lyra	lyre
99.	maga	witch, sorceress
100.	magistra	female teacher
101.	materia	matter, material
102.	medicina	medicine
103.	mensa	table
104.	meta	goal post
105.	memoria	memory
106.	misericordia	pity, compassion
107.	mora	delay
108.	music	music
109.	natura	nature
110.	navicula	small boat
111.	nuptiae	marriage (pl)
112.	numpha	nymph
113.	oliva	olive
114.	ora	edge, sea coast
115.	palla	cloak, tapestry

Nouns, First Declension Continued

	Latin	English
116.	patientia	patience
117.	paeninsula	peninsula
118.	patria	country, fatherland
119.	pecunia	money
120.	penna	feather
121.	pestilentia	pestilence
122.	phaetra	quiver
123.	phoca	seal, sea lion
124.	pirata	pirate
125.	poena	penalty, punishment
126.	poeta	poet
217.	pompa	procession, parade
128.	potentia	power
129.	praeda	booty
130.	porta	gate
131.	provincia	province
132.	puella	girl
133.	pugna	fight, battle
134.	raeda	carriage
135.	regia	palace
136.	ripa	river, bank
137.	rosa	rose
138.	rota	wheel
139.	ruina	ruins
140.	sagitta	arrow
141.	sapientia	wisdom
142.	schola	school
143.	scientia	science, knowledge
144.	scriptura	scripture, writing
145.	semita	path

Nouns, First Declension Continued

	Latin	English
146.	sententia	motto, opinion
147.	serva	female slave
148.	silva	woods, forest
149.	solea	sandal
150.	spelunca	cave
151.	spina	thorn, backbone, a division for chariot races
152.	statua	statue
153.	stella	star
154.	stola	long garment worn indoors
155.	superbia	pride
156.	tabella	tablet
157.	taberna	shop
158.	tabula	writing tablet, plank
159.	tela	web
160.	temperentia	temperance
161.	terra	land
162.	toga	white, wool upper garment
163.	tuba	horn
164.	tunica	garment worn indoors
165.	turba	crowd uproar
166.	umbra	shade, ghost
167.	unda	wave
168.	urna	urn, jar
169.	ursa	she bear
170.	vacca	cow
171.	venia	favor, pardon
172.	via	road, street, way
173.	victima	victim

Nouns, First Declension Continued

	Latin	English
174.	victoria	victory
175.	vigilia	guard, watch
176.	villa	farmhouse, farm
177.	violentia	violence
178.	vita	life

CLASSIFIED VOCABULARY: Nouns (masculine), Second Declension

	Latin	English
1.	ager	field
2.	amicus	friend
3.	annus	year
4.	avunculus	maternal uncle
5.	barbarus	foreigner, barbarian
6.	caduceus	wand, staff
7.	calceus	shoe
8.	campus	field
9.	captivus	captive
10.	carrus	wagon, cart
11.	cibus	deer
12.	colonus	settler
13.	deus	God
14.	discipulus	pupil
15.	dolus	deceit, trick
16.	dominus	master, lord
17.	elephantus	elephant
18.	equus	horse

Nouns (masculine), Second Declension Continued

	Latin	English
19.	filius	son
20.	fluvius	river, stream
21.	fumus	smoke
22.	focus	hearth
23.	gladius	sword
24.	hortus	garden
25.	liber	book
26.	liberi	children
27.	locus	place
28.	ludus	school, game
29.	magister	teacher
30.	medicus	doctor
31.	mendicus	beggar
32.	modus	way, manner
33.	morbus	disease
34.	numerus	number
35.	nuntius	messenger
36.	oculus	eyes
37.	petasus	broad-brimmed hat worn by travellers
38.	populus	people
39.	puer	boy
40.	radius	ray
41.	ramus	branch

Nouns (masculine), Second Declension Continued

	Latin	English
42.	saccus	bag
43.	socius	comrade, ally
44.	terminus	limit, end
45.	vicus	village
46.	vicinus	neighbor
47.	ventus	wind
48.	vir	man

CLASSIFIED VOCABULARY: Nouns (neuter), Second Declension

	Latin	English
1.	adverbium	adverb
2.	aedificium	building
3.	amphitheatrum	amphitheater
4.	aratum	plough
5.	argentum	silver
6.	arma (pl)	weapons
7.	astrum	star
8.	atrium	hall, main room
9.	augurium	augury, soothsaying
10.	aurum	gold
11.	auspicium	divination by the flight of birds, auspices
12.	auxilium	help, aid, (pl) auxiliary troops
13.	bellum	war
14.	beneficium	good deal
15.	bracchium	arm of the human body

Nouns (neuter), Second Declension Continued

	Latin	English
16.	caelum	sky
17.	castellum	castle, fortress
18.	castra (pl)	camp
19.	colloquium	conversation
20.	concilium	council
21.	consilium	plan, advice
22.	consultum	decree, order
23.	cranium	skull
24.	dictum	word
25.	dubium	doubt, hesitation
26.	domicilium	residence, house, home
27.	donum	gift
28.	exemplum	example
29.	exilium	exile
30.	factum	deed
31.	fatum, fata (pl)	fate, fates (personified)
32.	filum	thread
33.	folium	leaf
34.	forum	market place, forum
35.	frumentum	grain
36.	gaudium	joy
37.	imperium	power
38.	ingenium	ability, talent, genius
39.	initium	beginning
40.	intervallum	distance

Nouns (neuter), Second Declension Continued

	Latin	English
41.	judicium	judgment, trial in court, decision
42.	jugum	yoke, ridge
43.	jussum	order, command
44.	lutum	mud, dirt
45.	malefactum	evil deed, harm
46.	matrimonium	matrimony, marriage
47.	metrum	measure
48.	monstrum	monster
49.	negotium	business, task
50.	odium	hatred
51.	officium	duty
52.	oleum	oil
53.	oppidum	town
54.	oraculum	oracle
55.	ornamentum	jewel, costume
56.	otium	leisure, free time
57.	ovum	egg
58.	peccatum	sin, crime, offense
59.	periculum	danger
60.	pilum	javelin, spear
61.	pomum	fruit
62.	portentum	marvel, portent
63.	praemium	reward, prize
64.	praesidium	protection, guard
65.	pretium	price
66.	praelium	battle

Nouns (neuter), Second Declension Continued

	Latin	English
67.	regnum	kingdom, throne
68.	rostrum	beak (pl), speaker's platform
69.	sacrificium	sacrifice
70.	saeculum	age, century
71.	saxum	rock
72.	sceptrum	staff, scepter
73.	scutum	shield
74.	sepulchrum	tomb
75.	signum	sign, mark, signal
76.	solium	throne
77.	sommum	dream
78.	spatium	space, distance
79.	spectaculum	sight, show
80.	speculum	mirror
81.	stadium	race track, stadium
82.	studium	eagerness, enthusiasm, study
83.	tectum	roof, house
84.	telum	spear, weapon
85.	templum	temple
86.	tergum	back, hindmost part of a thing
87.	vallum	rampart, wall
88.	velum	sail
89.	venenum	poison
90.	verbum	word
91.	verum	truth
92.	vestigium	footprint, trace
93.	vinculum	chain, bond
94.	vinum	wine

CLASSIFIED VOCABULARY: Adjectives (colors)

	Latin	English
1.	niger ater nigra atra nigrum atrum	black
2.	caeruleus caerulea caeruleum	blue
3.	fulvus fulva fulvum	brown
4.	cinereus cinerea cinereum	gray
5.	viridis viride	green
6.	orantius orantia orantium	orange
7.	roseus rosea roseum	pink
8.	purpureus purpurea purpureum	purple
9.	ruber rubra rubrum	red
10.	albus alba album	white (dull)
11.	candidus candida candidum	white (shining)

Adjectives (colors) Continued

	Latin	English
12.	aureus aurea aureum	yellow (goldan)
13.	flavus flavam flavum	yellow

CLASSIFIED VOCABULARY: Adjectives, First and Second Declensions

	Latin	English
1.	acerbus, -a, -um	harsh, biting
2.	acutus, -a, -um	sharp, keen
3.	adultus, -a, -um	grown-up, adult
4.	aeger, -gra, -grum	sick, ill
5.	aequus, -a, -um	equal, fair, just
6.	aeternus, -a, -um	eternal
7.	alatus, -a, -um	winged
8.	albus, -a, -um	white
9.	alienus, -a, -um	belongs or relates to another, foreign
10.	altus, -a, -um	deep, high
11.	Americanus, -a, -um	American
12.	amicus, -a, -um	friendly
13.	amoenus, -a, -um	pleasant
14.	angustus, -a, -um	narrow
15.	antiquus, -a, -um	old, ancient
16.	anxius, -a, -um	anxious, uneasy
17.	apertus, -a, -um	open
18.	aridus, -a, -um	dry, stingy (of a man)
19.	armatus, -a, -um	armed
20.	ater, -ra, -rum	black

Adjectives, First and Second Declensions Continued

	Latin	English
21.	aureus, -a, -um	golden, of gold
22.	avidus, -a, -um	desirous, greedy
23.	barbarus, -a, -um	foreign, uncivilized
24.	beatus, -a, -um	blessed, happy
25.	bellicosus, -a, -um	war-like
26.	bellus, -a, -um	pretty, beautiful, charming
27.	benignus, -a, -um	kind, mild
28.	bonus, -a, -um	good
29.	caecus, -a, -um	blind
30.	caeruleus, -a, -um	blue
31.	calidus, -a, -um	warm
32.	callidus, -a, -um	shrewd
33.	candidus, -a, -um	white (shiny)
34.	carus, -a, -um	dear, precious, valued
35.	certus, -a, -um	certain, sure
36.	cinereus, -a, -um	gray, ashen
37.	clarus, -a, -um	clear, famous
38.	clausus, -a, -um	shut
39.	commodus, -a, -um	fit, proper
40.	cunctus, -a, -um	all, the whole
41.	cupidus, -a, -um	eager, desirous
42.	decimus, -a, -um	tenth
43.	defessus, -a, -um	tired, weary
44.	densus, -a, -um	close, thick
45.	desertus, -a, -um	forsaken, deserted
46.	dexter, -ra, -rum	right, on the right side
47.	divinus, -a, -um	divine
48.	doctus, -a, -um	learned
49.	durus, -a, -um	hard

Adjectives, First and Second Declensions Continued

	Latin	English
50.	extremus, -a, -um	last
51.	falsus, -a, -um	false
52.	ferus, -a, -um	wild, savage
53.	fidus, -a, -um	faithful
54.	flavus, -a, -um	yellow, tawny
55.	fulvus, -a, -um	brown
56.	Graecus, -a, -um	Greek
57.	gratus, -a, -um	pleasant, pleasing
58.	humanus, -a, -um	human
59.	idoneus, -a, -um	fit, suitable
60.	ignotus, -a, -um	unknown, strange
61.	impiger, -ra, -rum	diligent, active, industrious
62.	improbus, -a, -um	not good, wicked, shameless
63.	incognitus, -a, -um	untried, unknown
64.	industrium, -a, -um	industrious
65.	inferus, -a, -um	below, lower
66.	inimicus, -a, -um	hostile, unfriendly
67.	iniquus, -a, -um	unequal, unjust
68.	injustus, -a, -um	unfair, unjust
69.	insanus, -a, -um	insane
70.	invidiosus, -a, -um	jealous
71.	iratus, -a, -um	angry
72.	jucundus, -a, -um	pleasant, delightful
73.	justus, -a, -um	just, fair
74.	laetus, -a, -um	happy
75.	Latinus, -a, -um	Latin

Adjectives, First and Second Declensions Continued

	Latin	English
76.	latus, -a, -um	wide
77.	liber, -era, -erum	free
78.	ligneus, -a, -um	wooden
79.	longaevus, -a, -um	old, aged
80.	longus, -a, -um	long
81.	maestus, -a, -um	sad
82.	magnus, -a, -um	big, large
83.	magicus, -a, -um	magical, mysterious
84.	magnificus, -a, -um	rich, costly, distinguished
85.	magus, -a, -um	magic, magical
86.	malus, -a, -um	bad, evil
87.	maritimus, -a, -um	of the sea
88.	marmoreus, -a, -um	marble
89.	medius, -a, -um	in the middle, mid
90.	meus, -a, -um	my, mine
91.	mirus, -a, -um	wonderful
92.	miser, -era, -erum	wretched, poor
93.	modestus, -a, -um	modest, gentle, discreet
94.	mortuus, -a, -um	dead
95.	multus, -a, -um	much, many
96.	necessarius, -a, -um	necessary
97.	niger, -ra, -rum	black
98.	noster, nostra, nostrum	our
99.	novus, -a, -um	new, strange
100.	nudus, -a, -um	bare, unprotected
101.	nullus, -a, -um	none
102.	obscurus, -a, -um	dark

Adjectives, First and Second Declensions Continued

	Latin	English
103.	pauci, -ae, -a	few (pl)
104.	parvus, -a, -um	small, little
105.	perfidus, -a, -um	faithless
106.	peritus, -a, -um	skilled
107.	perpetuus, -a, -um	unbroken, lasting
108.	piger, -gra, -grum	lazy
109.	pius, -a, -um	dutiful, reverent
110.	planus, -a, -um	level, even
111.	plenus, -a, -um	full
112.	pretiosus, -a, -um	costly, precious
113.	primus, -a, -um	first
114.	priscus, -a, -um	of former times, olden, ancient
115.	privatus, -a, -um	personal, private
116.	propinquus, -a, -um	near, by
117.	proximus, -a, -um	nearest, next
118.	publicus, -a, -um	of the people, public
119.	pulcher, -ra, -rum	pretty, beautiful
120.	purpureus, -a, -um	purple
121.	quartus, -a, -um	fourth
122	quietus, -a, -um	quiet, still
123.	quintus, -a, -um	fifth
124.	rapidus, -a, -um	swift, rapid
125.	rectus, -a, -um	straight
126.	reliquus, -a, -um	left, remaining
127.	Romanus, -a, -um	Roman
128.	roseus, -a, -um	pink
129.	rotundus, -a, -um	round, circular
130.	ruber, -ra, -rum	red
131.	rusticus, -a, -um	rustic, rural

Adjectives, First and Second Declensions Continued

	Latin	English
132.	sacer, -ra, -rum	sacred
133.	salvus, -a, -um	well, safe, in good condition
134.	sanctus, -a, -um	holy
135.	secretus, -a, -um	set apart, hidden, secret
136.	secundus, -a, -um	second, following, favorable
137.	septimus, -a, -um	seventh
138.	serenus, -a, -um	clear, serene
139.	severus, -a, -um	serious, stern, severe
140.	sextimus, -a, -um	seventh
141.	singuli, -ae, -a (pl only)	one at a time
142.	sinister, -ra, -rum	left, left hand
143.	socius, -a, -um	sharing, united, joining in
144.	solidus, -a, -um	solid
145.	sordidus, -a, -um	dirty, sordid
146.	splendidus, -a, -um	
147.	stultus, -a, -um	stupid, dull, foolish
148.	superbus, -a, -um	proud
149.	suus, -a, -um	his own, her own, theirs, its
150.	tantus, -a, -um	so great, so big, so fine
151.	tardus, -a, -um	slow, tardy
152.	territus, -a, -um	frightened
153.	tertius, -a, -um	third
154.	timidus, -a, -um	timid
155.	tot	so many, such a number of
156.	tutus, -a, -um	safe
157.	tuus, -a, -um	your, yours
158.	ultimus, -a, -um	last, farthest, remotest
159.	urbanus, -a, -um	urban, pertaining to the city

Adjectives, First and Second Declensions Continued

	Latin	English
160.	vacuus, -a, -um	empty, vacant
161.	validus, -a, -um	strong, powerful
162.	varius, -a, -um	various
163.	verus, -a, -um	true
164.	vester, vestra, -rum	your, yours (plural)
165.	vivus, -a, -um	alive, living

CLASSIFIED VOCABULARY: Verbs, First Conjugation

	Latin	English
1.	accuso	accuse, blame
2.	adoro	worship
3.	adorno	adorn, decorate
4.	aedificio	build, construct
5.	ambulo	walk
6.	amo	love, like
7.	appello	name
8.	appropinquo	approach
9.	aro	plow
10.	canto	sing
11.	celo	conceal, hide
12.	ceno	eat dinner
13.	clamo	shout
14.	confirmo	strengthen, affirm
15.	comparo	match, join, unite
16.	conservo	preserve, keep
17.	convoco	call together
18.	culpo	blame
19.	curo	care for, take care of, cure

Verbs, First Conjugation Continued

	Latin	English
20.	declaro	reveal, declare
21.	declino	turn aside, deviate, shun
22.	delecto	delight, please
23.	demonstro	show, point out
24.	deporto	carry away, remove
25.	desidero	wish, desire
26.	devoro	consume
27.	dono	give, donate
28.	do	give
29.	dubito	hesitate
30.	enumero	count
31.	enuntio	report, tell
32.	erro	wander, stray, err
33.	excito	awaken, stir up, arouse
34.	expugno	overcome, capture
35.	exspecto	wait for
36.	exspiro	breathe out
37.	exstimo	think
38.	evado	go forth
39.	evoco	call out, bring out
40.	gusto	taste
41.	habito	live, dwell
42.	inflo	fill, swell
43.	invito	entertain, feast
44.	iuro	take an oath, swear
45.	iuvo	help, aid

Verbs, First Conjugation Continued

Latin	English
46. laboro	work
47. lacrimo	weep
48. laudo	praise
49. lavo	wash
50. levo	raise, lift
51. libero	free
52. ligo	tie, bind
53. migro	move, migrate
54. monstro	show, point out
55. muto	change
56. narro	tell, relate
57. nato	swim, float
58. navigo	sail
59. neco	kill
60. nuntio	report
61. occupo	seize, occupy
62. oppugno	attach, beseige
63. oro	ask for, beg, pray to
64. paro	prepare, get ready
65. porto	carry
66. postulo	demand
67. probo	approve, prove
68. propero	hasten, hurry
69. provoco	challenge, provoke
70. pugno	fight
71. pulso	beat

Verbs, First Conjugation Continued

	Latin	English
72.	renuntio	report, carry back
43.	rogo	ask
74.	saluto	greet
75.	separo	divide, separate
76.	servo	save, keep
77.	specto	look at
78.	supero	overcome, defeat
79.	vasto	destroy
80.	vigilio	stand watch, be awake, be on guard
81.	vito	shun, avoid
82.	voco	call
83.	volo (volare)	fly
84.	vulnero	wound

CLASSIFIED VOCABULARY: Verbs, Second Conjugation

	Latin	English
1.	abstineo	restrain, abstain
2.	appareo	appear
3.	ardeo	glow, burn
4.	augeo	increase
5.	cameo	
6.	commoveo	alarm, startle
7.	contineo	hold together, hem in
8.	debeo	owe, ought
9.	deleo	destroy, erase
10.	doceo	teach, instruct

Verbs, Second Conjugation Continued

	Latin	English
11.	Jaceo	lie, recline
12.	jubeo	order, command
13.	habeo	have, hold
14.	lateo	hide, be hidden
15.	luceo	shine
16.	maneo	stay, remain
17.	mereo	deserve
18.	moneo	warn, advise
19.	moveo	move
20.	noceo	harm
21.	obtineo	possess, occupy, obtain
22.	pareo	obey
23.	pertineo	extend to, pertain
24.	placeo	please
25.	prohibeo	restrain, hinder, prohibit
26.	provideo	look after, care for
27.	remaneo	remain
28.	remoneo	remove
29.	respondeo	answer, reply
30.	retineo	hold, keep back
31.	rideo	laugh
32.	sedeo	sit
33.	sileo	be silent, keep still
34.	sustineo	hold out, sustain, withstand

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Verbs, Second Conjugation Continued

	Latin	English
35.	taceo	be silent
36.	teneo	hold, keep (memoria tenere), remember
37.	terreo	frighten
38.	timeo	fear, be afraid
39.	valeo	be well, farewell, goodby
40.	video	see

CLASSIFIED VOCABULARY: Adverbs

	Latin	English
1.	acriter	fiercely
2.	adhuc	till now
3.	aestate	in summer
4.	aliter	otherwise
5.	autem	however, but, moreover
6.	bene	well
7.	benigne	kindly
8.	breviter	shortly, briefly
9.	celeriter	quickly, fast
10.	certe	surely, certainly
11.	clam	secretly
12.	continenter	continually, continuously
13.	cotidie	daily
14.	cras	tomorrow
15.	crudeliter	cruelly
16.	cur	why

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Adverbs Continued

	Latin	English
17.	denique	finally, at last
18.	diligenter	carefully
19.	diu	long (in terms of "time")
20.	diutus	longer
21.	diutissime	longest
22.	domi	at home
23.	etiam	also, even
24.	facile	easily
25.	facilius	more easily
26.	facillime	most easily
27.	fere	almost
28.	firmiter	firmly
29.	fortasse	perhaps
30.	forte	by chance
31.	fortiter	bravely
32.	frustra	in vain
33.	furtim	secretly
34.	grate	with pleasure
35.	graviter	gravely
36.	heri	yesterday
37.	hic	here
38.	hieme	in the winter
39.	hinc	from this place, hence
40.	hodie	today
41.	huc	here, to this place
42.	ibi	there, in that place
43.	ibidem	in the same place, in the same manner

Adverbs Continued

	Latin	English
44.	igitur	therefore
45.	inde	from that place, hence
46.	interdui	in the day time
47.	interdum	sometimes
48.	interea	meanwhile
49.	interim	meanwhile
50.	ita	yes; thus, in this way
51.	item	also, likewise
52.	iterum	again
53.	jam	already, now, soon (future)
54.	late	widely
55.	lente	freely
56.	libenter	freely
57.	libere	freely
58.	longe	far (away)
59.	magnopere	greatly
60.	magis	more
61.	male	badly, unsuccessfully
62.	maxime	very greatly, most
63.	melius	better
64.	minime	no, not at all
65.	minus	less
66.	mox	soon
67.	ne . . . quidem	not even
68.	noctu	at night
69.	non	not
70.	non jam	no longer
71.	non solum . . . sed etiam	not only . . . but also

Adverbs Continued

	Latin	English
72.	nondum	not yet
73.	numquam	never
74.	nunc	now
74.	nusquam	nowhere
76.	olim	once, some day
77.	optime	fine, very good
78.	paene.	almost
79.	paulatim	little by little
80.	paulisper	a little while
81.	peius	worse
82.	pessime	worst, very badly
83.	pluraliter	in the plural
84.	postea	afterwards, later
85.	postridie	the next day
86.	praeterea	besides
86.	pridem	long ago
	jam pridem	for a long time now
88.	primo	(at) first
89.	primum	(at) first
90.	procul	far, far away
91.	prope	near, nearly, almost
92.	propterea	on that account
93.	prudenter	wisely, prudently
94.	quam	how
95.	quam ob rem	why
96.	quam diu	how long, as long as
97.	quondam	once, at some time
98.	quando	when (interrogative)
99.	quare	why

Adverbs Continued

	Latin	English
100.	quidem	indeed, even
101.	quo	where (to)
102.	quomodo	how (interrogative)
103.	quoque	also (postpositive)
104.	quotannis	annually, every year
105.	quotiens or quoties	how often? how many times?
106.	recte	in a straight line
107.	ruri	in the country
108.	saepe	often
109.	satis	enough
110.	sero	late
111.	sic	thus
112.	singulariter	in the singular
113.	statim	immediately
114.	subito	suddenly
115.	supra	above
116.	sursum	upwards
117.	tam	so, so much
118.	tamen	still, nevertheless
119.	tandem	at last, at length
120.	tantum	only, merely
121.	triste	sadly
122.	tum	then
123.	ubi	where, when
124.	umquam	ever
125.	una	along with
126.	un de	whence?
127.	unde que	from all sides, everywhere

Adverbs Continued

	Latin	English
128.	utrimque	from both sides
129.	vehementer	violently
130.	vere	truly, really
131.	vero	in truth, indeed, really, but
132.	vesperi	in the evening
133.	vix	scarcely

CLASSIFIED VOCABULARY: Prepositions

Part #1: Prepositions with Ablative

	Latin	English
1.	a, ab	from, away from
2.	cum	with
3.	de	about, concerning, down from, away from
4.	e, ex	from, out of
5.	in	in, on
6.	pro	before, for, in front of, for the sake of, in behalf of
7.	sine	without
8.	sub	under
9.	super	above

Prepositions Continued

Part #2: Prepositions with Accusative

	Latin	English
1.	ad	to, toward, near
2.	ante	before, in front of
3.	apud	at, with
4.	circum	around
5.	contra	against
6.	extra	beyond, outside
7.	in	into, to, against, toward, upon
8.	inter	among, between
9.	intra	within, inside
10.	ob	on account of, because of
11.	per	through
12.	post	after, behind
13.	prope	near
14.	praeter	except
15.	propter	because of
16.	sub	under
17.	supra	above, over
18.	super	above, over
19.	trans	across

CLASSIFIED VOCABULARY: Conjunctions

	Latin	English
1.	at	but, yet
2.	atque (ac)	and also, also
3.	aut	or
4.	aut . . . aut	either . . . or
5.	dum	while (with the present tense)
6.	enim	for (never first word in a Latin sentence)

Conjunctions Continued

	Latin	English
7.	et	and
8.	et . . . et	both . . . and
9.	itaque	and so, therefore
10.	nam	for
11.	neque (nec)	nor, and not
12.	neque . . . neque	neither . . . nor
13.	postquam	afterwards (when)
14.	priusquam	before
15.	quamquam	although
16.	sed	but
17.	si	if
18.	ut	as

ENCLITICS:

19.	-cum	with (mecum, quocum)
20.	-ne	Attached to verb sign of a question
21.	nonne	Asks a question which expects the answer Yes.
22.	-que	Attached to the second of two connected words (and).

CLASSIFIED VOCABULARY: School Subjects

Part #1: Languages (The Latin names of languages are first declension)

	Latin	English
1.	Anglica	English
2.	Gallica	French
3.	Germanica	German
4.	Graeca	Greek

School Subjects Continued

	Latin	English
5.	Italica	Italian
6.	Latina	Latin
7.	Russica	Russian
8.	Hispanic	Spanish

Part #2: Other Subjects

	Latin	English
	Note: Most of these names of subjects are first declension unless indicated otherwise.	
1.	Agricultura	Agriculture
2.	Algebra	Algebra
3.	Artes Pictoriae (pl: -tum, arum)	Art
4.	Herbaria	Botany
5.	Chemica	Chemistry
6.	Scriptio, -ionis (f.)	Composition
7.	Saltatio, -ionis (f.)	Dancing
8.	Geometria	Geometry
9.	Grammatica	Grammar
10.	Gymnasium, -i (n.)	Gymnasium
11.	Historia	History
12.	Artes Domesticae (f. pl.)	Home Economics
13.	Litterae (pl.)	Literature
14.	Mathematica	Mathematics
15.	Disciplina Militaria	Military Training
16.	Musica	Music
17.	Philosophia	Philosophy
18.	Physica	Physics
19.	Physiologia	Physiology
20.	Psychologia	Psychology
21.	Scientiae (pl.)	Sciences
22.	Humanitates (f. pl.) -atum	Social Studies

School Subjects Continued

	Latin	English
23.	Disciplina Natatoria	Swimming
24.	Zoologia	Zoology

Part 3: Verbs and Nouns Related to School Subjects

	Latin	English
	Note: The number in the parentheses indicates the verb conjugation.	
1.	addo (3), -didi, -ditum	to add
2.	computo (3)	to count
3.	divido (3), -visi, - visum	to divide
4.	multiplico (1)	to multiply
5.	subtraho (3), -traxi, -trictus	to subtract
6.	lego (3), -legi, -lectus	to read
7.	scribo (3), -scripsi, scriptus	to write
8.	respondeo (2), -spondi, -spondus	to answer
9.	problemata, -atis (n.)	problem
10.	responsum, -i (n.)	response (answer)
11.	scriptio, -ionis (f.)	composition (theme)
12.	oratio, -onis (f.)	speech
13.	colloquium, -i (n.)	conference (conversation)

CLASSIFIED VOCABULARY: Measures of Time

Part #1: General Vocabulary

	Latin	English
1.	saeculum, -i (n.)	century
2.	dies, -ei (m.)	day
3.	hora, -ae (f.)	hour
4.	momentum, -i (n.)	minute

Measures of Time Continued

	Latin	English
5.	mensis, -is (f.)	month
6.	hodie (adv.)	today
7.	cras (adv.)	tomorrow
8.	hebdomas, hebdomadis (f.)	week
9.	annus, -i (m.)	year
10.	heri (adv.)	yesterday

Part #2: Adverbs and Prepositional Phrases

	Latin	English
1.	aestate	in the summer
2.	ante diem	daybreak
3.	cotidie	every day, daily
4.	die	in a day
5.	diem noctemque	day and night, uninterrupted
6.	hieme	in the winter
7.	in diem	for a day
8.	in dies	every day
9.	interdin	in the day time
10.	interdum	sometimes
11.	multa nocte	midnight, dead of night
12.	nocte	at night, by night
13.	paucis post diebus	a few days earlier
14.	postridie	the next day
15.	prima luce	daybreak, dawn
16.	quotannis	yearly
17.	vere novo	early spring

Measures of Time Continued

Part #3: Seasons of the Year

Latin	English
1. aestas, -atis (f.)	summer
2. autumnus, -i (m.)	autumn (fall)
3. hiems, hiemis (f.)	winter
himeo (first conjugation)	to spend the winter
4. ver, -i (n.)	spring

Part #4: Months of the Year

Note: Originally, the names of the months were adjectives agreeing with the noun mensis (month). Later these adjectives were used as nouns. The name of the day itself was put in the ablative case and the name of the month was put in the genitive case. Examples:

1. primo die Februarii
2. die quarto Martii

Latin Name and Origin	English
1. Januarius Janus was a two-faced god, protector of doors	January
2. Februarius Februare means to purify, a month for appeasing the gods	February
3. Martius Mars was the god of war. March is the first month of the Roman calendar.	March

Measures of Time Continued

Latin	English
4. Aprilis Aperire means to open. April is the month of spring and growth.	April
5. Maius Maia was the mother of Mercury, one of the wives of Jupiter, possibly maiores (the older ones).	May
6. Junius Juno was the wife of Jupiter, queen of the gods.	June
7. Julius Julius Caesar is the origin of the name of the month of July.	July
8. Augustus Augustus Caesar is the origin of the name of the month of August.	August
9. September Septem means seven and stands for the seventh month in the Roman calendar.	September

Measures of Time Continued

	Latin	English
10.	October	October
	Octo means eight and stands for the eighth month in the Roman calendar.	
11.	November	November
	Novem means nine and stands for the ninth month in the Roman calendar.	
12.	December	December
	Decem means ten and stands for the tenth month in the Roman calendar.	

Part #5: Days of the Week

	Latin Name and Origin	English
1.	dies solis	Sunday
	day of the sun	
2.	dies lunae	Monday
	day of the moon	

Measures of Time Continued

Latin	English
3. dies martis day of war (god of war) (Old English, Tiw, god of war)	Tuesday
4. dies Mercurii god of commerce messenger god Wodin, chief Teutonic god	Wednesday
5. dies Jovis day of Jove Jupiter, king of the gods Thor, Scandinavian god	Thursday
6. dies Veneris day of Venus goddess of love and beauty Old English, Freya, goddess of love	Friday
7. dies Saturnis god of prosperity	Saturday

Note: Old English daey means day.

Measures of Time Continued

Part #5: Days of the Week, Four Languages

	English	Latin	French	Spanish
1.	Sunday	dies solis	dimanche	domingo
2.	Monday	dies lunae	lundi	lunes
3.	Tuesday	dies martis	mardi	martes
4.	Wednesday	dies Mercurii	mercredi	miércoles
5.	Thursday	dies Jovis	jeudi	jueves
6.	Friday	dies Veneris	vendredi	viernes
7.	Saturday	dies Saturnis	samedi	sábado

CLASSIFIED VOCABULARY: About Weather

Part #1: General Vocabulary

	Latin	English
1.	arida	dry
2.	amoena	pleasant, nice, delightful
3.	calida	hot
4.	calidar	hotter, too hot
5.	calidissima	very hot
6.	frigida	cold
7.	frigior	colder, too cold
8.	frigidissima	very cold
9.	gravis	disagreeable, severe, unpleasant
10.	idonea	suitable
11.	incommoda	uncomfortable
12.	nivea	snowy
13.	pluvia	rainy
14.	secunda	favorable
15.	tempestas, tempestatis (f.)	weather
16.	ventiosa	windy

About Weather Continued

Part #2: Weather Chart, Sentence Frames

	Latin	English
1.	Tempestas est _____ hodie.	The weather is _____ today.
2.	Tempestas erat _______ heri.	The weather was ___ yesterday.
3.	Tempestas erit _____ cras.	The weather will be __ tomorrow.

Note: See Part #1: General Vocabulary. It provides a variety of 15 items that can be slotted in the sentence frames above.

Part #3: Expressions

	Latin	English
1.	Imber instat.	It's going to rain.
2.	Pluit.	It's raining.
3.	Tonat.	It's thundering.
4.	Fulgurat.	It's lightning.
5.	Ningit.	It's snowing.
6.	Nives sunt.	There is snow.

Part #4: Conversations

A. It's Rainy.

	Latin	English
Anna:	Salve.	Hello.
Maria:	Salve, tu quoque.	Hello . . .
Anna:	Specta caelum.	Look at the sky.
Maria:	Est *atrum.	It's dark.

About Weather Continued

	Latin	English
Anna:	Ita. *Imber instat.	Yes. It's going to rain.
Maria:	*Tonat.	It's thundering.
Anna:	Propera. *Pluit. Vale.	Hurry up. It's raining. Goodby.
Maria:	Vale. Propera.	Goodby. Hurry up.

Note: See Parts #1 and #3 for vocabulary items that can be substituted in these slots to "change" the conversations.

B. It's a Hot Day

	Latin	English
Julia:	Salve.	Hello.
Paula:	Salve. Hodie est calida.	Hello. It's hot today.
Julia:	Ita. Sol urit.	Yes. The sun is shining.
Paula:	Caelum est pulchrum.	The sky is pretty.
Julia:	Hodie nato.	I'm swimming.
Paula:	Bene.	Good.
Julia:	Natasne hodie?	Are you swimming today?
Paula:	Minime. Laboro.	No. I'm working.
Julia:	Ubi?	Where?
Paula:	Domi.	At home?
Julia:	Malum est. Nato. Vale.	That's bad. I'm swimming. Goodby.
Paula:	Vale.	Goodby.

CLASSIFIED VOCABULARY: Common Latin Abbreviations

		Latin	English
1.	A.B.	Artium Baccalaureus	Bachelor of Arts
2.	A.D.	Anno Domini	in the year of our Lord
3.	ad lib.	ad libitum	at pleasure
4.	A.M.	ante meridem	before noon
5.	A.M. (M.A.)	Artium Magister	Master of Arts
6.	cf.	confer	compare
7.	do.	ditto	same
8.	e.g.	exempli gratia	for example
9.	et al	et alii	the others
10.	etc.	et cetera	and other, and so forth
11.	ibid	ibidem	in the same place
12.	i.e.	id est	that is
13.	incog.	incognito	unknown
14.	inst.	instans	present
15.	lb.	libra	pound
16.	LLD.	legum doctor	Doctor of Law
17.	loc. cit.	loco citato	in the place cited
18.	M.D.	Medicinae Doctor	Doctor of Medicine
19.	ms.	manu scriptum	manuscript
20.	N.B.	nota bene	mark (notice) well
21.	no.	numero	number
22.	ob.	obiit	he (she) died
23.	op.	opus	work
24.	per cent	per centum	by the hundred
25.	Ph.D.	Philosophiae Doctor	Doctor of Philosophy
26.	P.M.	post meridem	after noon
27.	pro. tem.	pro tempore	for the time being
28.	P.S.	post scriptum	written afterwards
29.	Q.E.D.	quod erat demonstradum	which was to be proved
30.	q.v.	quod vide	which see
31.	Rx	recipe	take
32.	sc.	scilicet	understood (introducing an explanation)

Common Latin Abbreviations Continued

		Latin	English
33.	seq.	sequitur	it follows
34.	S.P.Q.R.	senatus populusque Romanus	the Senate and the Roman people
35.	ult.	ultimo	last
36.	v.	video	see
37.	viz.	fidelicet	namely, one may see
38.	vs.	versus	against

CLASSIFIED VOCABULARY: Common Latin Words and Phrases

	Latin	English
1.	ab ovo usque ad malus	from eggs to apple, from soup to nuts
2.	ad astra per aspera	to the stars through difficulties
3.	ad infinitum	without end
4.	ad nauseum	to the point of disgust
5.	ad rem	to the point
6.	alias	another name
7.	alma mater	foster mother, applied to an educational institution
8.	alter ego	a second self; a dear friend
9.	ante bellum	before the war
10.	ars. artis gratia	art for art's sake
11.	ars longa, vita brevis	art is long, life is short
12.	Ave, Roma immortalis	Hail, immortal Rome
13.	bona fide	in good faith
14.	carpe diem	seize the opportunity (day)
15.	casus bellum	an occasion for war
16.	cave canem	beware of the day
17.	caveat emptor	buyer beware
18.	compos mentis	sound in mind
19.	corpus delicti	the facts (body) of a crime

Common Latin Words and Phrases Continued

	Latin	English
20.	cum grano salis	with a grain of salt
21.	cum laude	with honor
	magna cum laude	with high honor
	summa cum laude	with highest honors
22.	de facto	in fact; actual
23.	Dei gratia	By the grace of God
24.	de jure	by right; legally
25.	Deo volente	God Willing (often abbreviated D.V.)
26.	de martuis nil nisi bonus	speak nothing except good about the dead
27.	de novo	anew; once more
28.	de prasente	of or for the present (Civil and Canon law)
29.	de profundis	out of the depths
30.	dramatis personae	characters of the play; the cast
31.	ecce homo	behold the man
32.	errare humanum est	to err is human
33.	et tu, Brute	even you, Brutus
34.	ex animo	from the heart; heartily; sincerely
35.	ex cathedra	from the chair; officially
36.	ex facies	on its face
37.	ex gratia	by favor not by reason
38.	exit, exeunt	he goes out; they go out
39.	ex libris	from the books (of)
40.	ex more	according to custom
41.	ex officio	because of (his) office
42.	ex post facto	enacted after the fact; retroactive
43.	ex tempore	on the spur of the moment; without preparation
44.	festina lente	make haste slowly
45.	fiat lux	let there be light
46.	fit via vi	the way is made by force

Common Latin Words and Phrases Continued

	Latin	English
47.	habeas corpus	(I command that) you have the body (of a certain person) brought into court
48.	Hic jacet	here lies (inscribed on tombstone)
49.	hic et ubique	here and everywhere
50.	honoris causa	for the sake of prestige; as an honor
51.	horribile dictu	horrible to relate
52.	in absentia	in absence
53.	incognito	unrecognized (of persons)
54.	in hoc signo vinces	by this sign you will conquer
55.	in loco parentis	in the place of a parent
56.	in medias res	into the midst of things; to the heart of the matter
57.	in memoriam	in memory (of)
58.	in re	in the matter of; concerning
59.	in rem	in or against a or the thing
60.	in perpetuum	forever
61.	in toto	entirely
62.	inter alia	among other things
63.	inter nos	among ourselves
64.	inter se	among themselves
65.	ipse dixit	he himself has spoken
66.	ipso facto	by the very fact itself
67.	lapus linguae	a slip of the tongue
68.	Magna Carta	The Great Charter; the great charter of liberty
69.	magnum bonum	a great good
70.	magnum opus	a great piece of work
71.	male fide	treacherously
72.	mea culpa	through my fault
73.	mihi credite	believe me
74..	mirabile dictu	marvelous to tell
75.	multum in parvo	much in a little

Common Latin Words and Phrases Continued

	Latin	English
76.	modus operandi	method of working
77.	modus vivendi	mode of living
78.	mortis causa	on account of impending death
79.	ne plus ultra	nothing more beyond; nothing finer
80.	nil desperandum	never say die
81.	novus homo	a new man (in politics); hence an upstart
82.	nunc et numquam	now or never
83.	Pater noster	our father (God)
84.	pater patriae	father of his country
85.	pax vobiscum	peace be with you
86.	per annum	by the year; yearly, annually
87.	per capita	by heads; by the person
88.	per diem	by the day; daily
89.	per se	by itself
90.	persona non grata	an unwelcome person
91.	post mortem	after death
92.	prima facie	at first sight
93.	pro bono publico	for the public good
94.	pro et contra	for and against
95.	pro forma	as a matter of form
96.	pro patria	for one's country
97.	pro rata	according to one's share
98.	quid pro quod	something for something
99.	rara avis	rare bird
100.	res gestae	facts
101.	semper fidelis	always faithful
102.	semper paratus	always prepared
103.	sic transit gloria mundi	thus passes the glory of the world (with a day set)
104.	sine die	indefinitely
105.	sine qua non	indispensable; a necessity
106.	scripsit	he wrote it

Common Latin Words and Phrases Continued

	Latin	English
107.	status quo	the existing state of affairs
108.	stet	let it stand
109.	sub rosa	under the rose; secretly, strictly confidential
110.	summum bonum	the highest good
111.	suum cuique	to each his own
112.	Te Deum laudamus	we praise thee, O Lord
113.	tempus fugit	time flies
114.	terra firma	solid ground
115.	terra incognito	unknown land
116.	una voce	with one voice; unanimously
117.	ut infra	as below
118.	ut supra	as above
119.	vade mecum	a constant companion (go with me)
120.	veni, vidi, vici	I came, I saw, I conquered
121.	verbatim	word for word
122.	via	by the way of
123.	via media	in the middle course
124.	vice versa	the other way around
125.	viva voce	by spoken word
126.	vox humana	the human voice (organ stop)
127.	vox Dei	the voice of God
128.	vox populi	the voice of the people
129.	vulgo	commonly

CLASSIFIED VOCABULARY: Prefixes and Suffixes

Part #1: Latin Prefixes

	Latin Prefix	English Meaning	English Word
1.	ab-	away, from	ABduct
2.	ad-	to, toward	ADmit
3.	ambi-	around, on both sides	AMBIguous
4.	ante-	before	ANTEroom
5.	bene-	well	BENEfactor
6.	bi- (bis)	twice, two	BIcycle
7.	circum-	around	CIRCUMnavigate
8.	cis- (citra)	on this side	CISaltantic
9.	com-, con-, col-, cor-	together, thoroughly	CONflict
10.	contra-	against	CONTRAdict
11.	de-	from, down from	DEduce
12.	dis-	apart	DISsect
13.	ex-	out of	EXtract
14.	in-	in, into, against, not	INvert
15.	infra-	below	INFRAred
16.	inter-	between	INTERmission
17.	intra-	within	INTRAmural
18.	intro-	within	INTROduce
19.	juxta-	near	JUXTAposition
20.	male-	ill, bad	MALEfactor
21.	non-	not	NONtoxic
22.	ob-	toward, against	OBstruct
23.	per-	through, thoroughly	PERmit
24.	post-	after	POSTpone
25.	prae-	before	PREcede
26.	praeter-	beyond	PRETERnatural
27.	pro-	forth, favoring	PROcession
28.	re-	back, against, again	REduction
29.	retro-	backwards	RETROgression
30.	se-	apart from	SEcede

Prefixes and Suffixes Continued

	Latin Prefix	English Meaning	English Word
31.	semi-	half	SEMI-annual
32.	sine-	without	SINEcure
33.	sub-	under	SUBway
34.	super-	over, beyond	SUPERnatural
35.	trans-	across, beyond	TRANSportation
36.	ultra-	beyond	ULTRA modern (two words)
37.	vice-	in the place of	VICE-president

Note: Some prefixes have additional changes in form when they are initial syllables of English words. Examples:

	Prefix	Other Forms	English Word
1.	ad-	ac-, af-	ACcess, AFfluent
2.	ex-	ef-	EFfort
3.	prae-	pre-	
4.	praeter-	preter-	
5.	sub-	suc-, suf-	
6.	trans-	tra-	TRAverse

Part #2: English Suffixes

	Suffix	Meaning	English Word
1.	-able, -ible	to be acted upon, ability is implied	portABLE
2.	-al, -il, -ile	pertaining to	hostILE
3.	-arium, -orium	place where found	sanitORIUM
4.	-ary, -ory	pertaining to	honorARY
5.	-ine	like	canINE
6.	-le, -ule, -cle, -cule	little	corpusCLE
7.	-osus	full of	furiOUS

Prefixes and Suffixes Continued

	Suffix	Meaning	English Word
8.	-dor	doer	acTOR
9.	-tion, -sion	state of	promoTION
10.	-ty, -y, -ce	state of	scienCE, societY

Part #3: Greek Prefixes

	Prefix	Meaning	English Word
1.	a-, an-	without	ANarchy
2.	amphi-	around, on both sides	AMPHItheatre
3.	ana-	up, back	ANAtomy
4.	anti-, ant-	against, opposed to	ANTIpathy
5.	apo-	from, away from	APOstrophe
6.	cata-, cat-, cath-	down	CATAstrophe
7.	dia-	through	DIAmeter
8.	dis-, di-	twice, double	DIphthong
9.	dys-	ill, bad	DYSfunction
10.	ec-, ex-	from, out of	EXodus
11.	en-, em-	in, on	EMphasis
12.	epi-, ip-	upon	EPoch
13.	eu-, ev-	well	EUlogy
14.	hemi-	half	HEMIsphere
15.	hyper-	above, overly	HYPERcritical
16.	hypo-	under	HYPOdermic
17.	meta-	after, beyond	METAphor
18.	para-, par-	beside	PARAllel
19.	peri-	around	PERImeter
20.	pro-	before	PROblem
21.	syl-, sym-, syn-, sy-	together	SYstem, SYLlable

CLASSIFIED VOCABULARY: Place Names for Map Study

Part #1: Regiones et Patriae Orbis Terrarum

Latin	English
1. Achaia, -ae (f.)	Roman province in Greece
2. Aegyptus, -i (m.)	Egypt
3. Aethiopia, -ae (f.)	Ethiopia
4. Africa, -ae (f.)	Africa
5. America, -ae (f.)	America
6. Arcadia, -ae (f.)	part of Greece, Pan's home
7. Asia, -ae (f.)	Asia
8. Belgium, -ii, (n.)	Belgium
9. Britannia, -ae, (f.)	Britain
10. Caledonia, -ae (f.)	Highlands of Scotland
11. Colichis, -idis, (f.)	Country on shore of Black Sea, home of Medea
12. Epirus, -i (f.)	region in northeast Greece
13. Etruria, -ae (f.)	district in northeast Italy (Tuscany)
14. Gallia, -ae (f.)	France
15. Germania, -ae (f.)	Germany
16. Helvetia, -ae (f.)	Switzerland
17. Hibernia, -ae (f.)	Ireland
18. Italia, -ae (f.)	Italy
19. Judea, -ae (f.)	Judea
20. Laconia, -ae (f.)	country of the Pelopnesus
21. Letium, -i (n.)	region in Italy, seat of Rome
22. Lusitania, -ae (f.)	Portugal
23. Macedonia, -ae (f.)	between Thrace and Thessaly
24. Mycenae, -arum (f.)	famous city in Argolis, home of Agamemnon
25. Numidia, -ae (f.)	country in North Africa
26. Phoenicia, -ae (f.)	small strip of Syrian coast
27. Scotia, ae (f.)	Scotland
28. Thessalia, -ae (f.)	Thessaly, district in Greece
29. Thracia, -ae (f.)	Thrace, district in Greece

Place Names for Map Study Continued

	Latin	English
30.	Mare Mediteraneum, -is, -i (n.)	Mediterranean Sea
31.	Oceanus Atlanticus, -i (m.)	Atlantic Ocean

Part #2: Urbes et Oppida

	Latin	English
1.	Alba Longa, -ae (f.)	Alba Longa, oldest town of Italy
2.	Alexandria, -ae (f.)	Alexandria (in Egypt)
3.	Athenae, -arum (f.)	Athens (named for Athena)
4.	Aulis, -idis (f.)	Aulis, Greek seaport (from which Greeks sailed to Troy)
5.	Brundisium, -i (n.)	Brundisi, town in Calabria, Italy
6.	Capua, -ae (f.)	Capua (in Italy)
7.	Carthago, -inis (f.)	Carthage (in Africa)
8.	Corinthus, -inis (f.)	Corinth
9.	Cumae, -arum (f.)	Cumae, on coast of Campania (home of Sibyl)
10.	Delphi, -orum (m.)	Delphi, seat of famous oracle
11.	Hierosolyma, -orum (n.)	Jerusalem
12.	Londinium, -ii (n.)	London
13.	Ostia, -ae (f.)	Ostia, Rome's seaport
14.	Pompeii, -orum (m.)	Pompeii (in Italy) destroyed by Vesuvius, 79 A.D.
15.	Roma, -ae (f.)	Rome
16.	Sparta, -ae (f.)	Sparta, city of Lacoma in Greece
17.	Tarentium, -i (n.)	city in southern Italy
18.	Thebae, -arum (f.)	Thebes, founded by Cadmus
19.	Troja, -ae (f.)	Troy, site of Trojan War

Place Names for Map Study Continued

Part #3: Insulae

Latin	English
1. Britannia, -ae (f.)	Britain
2. Corsica, -ae (f.)	Corsica
3. Creta, -ae (f.)	Crete, sacred to Zeus
4. Cyprus, -i (f.)	Cyprus, sacred to Venus
5. Delos, -i (f.)	Delos, birthplace of Apollo and Artemis
6. Hibernia, -ae (f.)	Ireland
7. Ithaca, -ae (f.)	Ithaca, home of Odysseus
8. Melita, -ae (f.)	Malta
9. Sardinia, -ae (f.)	Sardinia
10. Sicilia, -ae (f.)	Sicily

Part #4: Flumina

1. Arnus, -i (m.)	Arno
2. Danuvius, -ii (m.)	Danube
3. Nilus, -i (m.)	Nile
4. Padus, -i (m.)	Po
5. Rhenus, -i (m.)	Rhine
6. Rhodanus, -i (m.)	Rhone
7. Rubico, -i (m.)	Rubicon
8. Sequana, -ae (f.)	Seine
9. Tamesis, -is (m.)	Thames
10. Tiberius, -is (m.)	Tiber

Place Names for Map Study Continued

Part #5: Montes

1.	Aetna, -ae (f.)	Aetna, volcano to Sicily
2.	Alpes, -ium (f.)	Alps
3.	Olympus, -i (n.)	Olympus, home of the gods (in Thessaly)
4.	Ossa, -ae (f.)	Ossa
5.	Parnassus, -i (m.)	Parnassus in Phocis, Greece (sacred to Apollo and the Muses)
6.	Pelion, -i (n.)	Pelion, high mountain in Thessaly
7.	Vesuvius, -i (m.)	Vesuvius, volcano which buried Pompeii in 79 A.D.

CLASSIFIED VOCABULARY: Classroom Expressions

	Latin	English
1.	Abest.	He is absent.
2.	Accipio tuam interpretationem.	I am satisfied with your translation.
3.	Adsum.	I am present.
4.	Aperi (aperite) libros.	Open your books.
5.	Arrigite aures.	Pay attention.
6.	Bene.	Good.
7.	Chartas in mensa pone (ponite).	Put your papers on the table.
8.	Chartas vestras da.	Give me your papers.
9.	Claude (claudite) librum (libros.)	Close your book (books).
10.	Conside./Considite.	Be seated.
11.	Errasti./Errastis.	You made a mistake.
12.	Ignosce./Ignoscite mihi.	I beg your pardon.
13.	Intelligisne?	Do you understand?

Classroom Expressions Continued

	Latin	English
14.	Lege (legite) Anglici/Latine.	Read in English/Latin.
15.	Modo sic perge.	Keep on.
16.	Pone (ponite) libros.	Put your books away.
17.	Quid nunc tu vis?	What do you want?
18.	Recte	Right
19.	Repete (repetite) iterum.	Repeat again.
20.	Salve, magister (magistra).	Good morning, teacher. (m. and p.)
21.	Salvete, discupli.	Good morning, students.
22.	Scribe (scribite) in tabula/charta.	Write on the board/paper.
23.	Specta (spectate).	Look, watch.
24.	Surge (surgite).	Stand up, get up, rise
25.	Sumite chartam/pennas.	Take paper and pens.
26.	Tene audio, Maria?	Is it you I hear, Mary?
27.	Ubi est Marcus?	Where is Marcus?
28.	Verte (vertite) Anglice/Latine.	Change to English/Latin.

CLASSIFIED VOCABULARY: Conversational Expressions

	Latin	English
1.	ad dextram	to the right
2.	ad sinistram	to the left
3.	Aeger est.	He is sick.
4.	Age.	Hurry up.

Conversational Expressions Continued

	Latin	English
5.	Amabo.	Please.
6.	Audi.	Listen.
7.	Ave./Avete.	Hail./Greetings.
8.	Bene habet.	That will do.
9.	Claude fenestram.	Shut the window.
10.	Cui boni.	What's the use!
11.	Cur debemus?	Why should we?
12.	Cura ut valeas.	Take care of yourself.
13.	Da mihi librum.	Give me the book.
14.	Desine.	Stop it.
15.	Dura est vita.	Life is tough!
16.	Eamus una.	Let's go together.
17.	Ecce.	Look, see, behold.
18.	Edepol	Gee! Gee whiz!
19.	Ei, pueri (puellae) stulti.	Gee, those guys are dopes.
20.	Et tu.	Same to you.
21.	Euge.	Well done.
22.	Festina.	Hurry.
23.	Fortuna tibi favet.	You are lucky.
24.	Fortuna tibi faveat.	Best of luck.
25.	Gratias!/Gratias ago.	Thanks./Thank you.
26.	Multas gratias.	Many thanks.
27.	Gratulor tibi.	I congratulate you.
28.	heri	yesterday
29.	heri mane	yesterday morning

Conversational Expressions Continued

	Latin	English
30.	Hercules.	Gee!/Gosh!
31.	Heus, ecquis domo?	Hey! Anybody home?
32.	hodie mane	this morning
33.	Ignosce./Ignoscite	Pardon me.
34.	I prae, sequor	Go ahead. I'm following.
35.	Ingredere./Ingredimini.	Come in.
36.	ita	yes
37.	libentur	gladly
38.	male	bad, not so good
39.	Maturus es.	You are early.
40.	minime	no more
41.	Nihil amplius.	
42.	Nole hoc facere. Nole haec facere (plural).	Don't do it.
43.	Noli timere.	Don't be afraid.
44.	Nonne amabo.	I am not pleased.
45.	Nota bene.	Mark well, Take notice.
46.	omnes extra	all out
47.	omnes intra	all inside
48.	optime	fine, best ever
49.	pax	enough
50.	Paulisper mane.	Wait a while.
51.	paulo facto	after a little
52.	Placet mihi.	Suits me. If you please.
53.	pessime	terrible, worst

Conversational Expressions Continued

	Latin	English
54.	Plus quam satis est.	It is more than enough.
55.	Propera./Properate.	Hurry
56.	Prosit.	Good health.
57.	Quaenam est tempestas?	How is the weather?
58.	Quaeso.	Please.
59.	Quanti est hoc?	How much is this?
60.	Quare?	Why?
61.	Quem expectas?	Whom are you expecting?
62.	Quid faciam?	What shall I do?
63.	Quid faciendum est?	What must be done?
64.	Quid gerunt?	What are they wearing?
65.	Quid me vis?	Why do you want me?
66.	Quid novis?	What is new?
67.	Quis dubitat?	Who doubts?
68.	Quis ibi est?	Who is there?
69.	Quis me nominat?	Who is calling me?
70.	Quo modo?	How are you?
71.	Quo modo agis?	How are you?
72.	Quo modo amicus (amica) valet?	How is your friend (m. or f.)?
73.	Quo vadis?	Where are you going?
74.	Salve./Salvete.	Hello, good morning, greetings.
75.	Tace, (tacite) amabo.	Be still, please..
76.	Tardus es (estis)?	You are late.
77.	Tuae res perage.	Mind your own business.
78.	Ubi habitas?	Where do you live?

Conversational Expressions Continued

	Latin	English
79.	Vale./Valete.	Goodbye.
80.	Verum est.	Yes, it's true.
81.	Videtur mihi.	It seems to me.

Greek Mythology

Source: *Gods, Heroes and Men of Ancient Greece* by W. H. D. Rouse. The New American Library, Inc., 1957. Parts 1 and 2, pages 1-88 (17 stories)

Course: Latin Heritage (1)

Exercises:

Chapter I. The Beginning of Things (pages 11-13)

1. What substance made the earth and sky?
2. Where was Tartaros?
3. What was Tartaros?
4. What was the name of the first child of Chaos?
5. What was the name of the child of Erebos and Chaos?
6. What was the real name of Heaven?
7. Who was Pontos?
8. Who were the Titans?
9. What is the meaning of Cyclops?
10. Name the children of Hyperion.
11. Who was Chronos?
12. Why was Uranos cast down from the sky?
13. Who was Aphrodite?
14. How was Aphrodite born?
15. Who were the Furies?
16. Whom did Chronos marry?
17. Name some of the children of Chronos.
18. What is the meaning of the names Prometheus and Epimetheus?

Bonus:

1. In your own words tell about Prometheus and the things which he formed from clay.
2. Compare the story of Creation in the Bible with the story which you have just read.
3. Who was the cleverest of all the Titans?
4. Describe what things were like when the world began.

Chapter II. The Gods (pages 13-16)

1. Who was the wife of Chronos?
2. What had Chronos done to his father?
3. Why did Chronos swallow his children?
4. How did Rheia save her sixth child?
5. What was his name?
6. How did Zeus save his brothers and sisters?
7. Name the five brothers and sisters which Zeus saved?
8. What did Chronos's children try to do when they were freed?
9. Why did Prometheus go over to the side of Zeus?
10. What advice did Prometheus give Zeus?
11. What gifts did Zeus receive from the Cyclopes?
12. What did Zeus serve at the feast he made for his friends?
13. What is the distance between heaven and Tartaros?
14. What was Cerberos?
15. What is Styx?
16. What is the task of Iris?
17. What is the punishment for a false oath on the water from the Styx?
18. What is the task of the Cyclopes in Tartaros?

Bonus:

1. How did Prometheus settle the argument between Zeus and his two brothers?
2. Describe the battle which took place between Chronos and Zeus.
3. Write a short story in which you describe Chronos swallowing his children.
4. Write a short report on any of the gods or goddesses mentioned in this story. (Your teacher will suggest a book from the library.)
5. What is a nymph? (Check the dictionary.)
6. What is ambrosia?

Chapter III. Prometheus (pages 16-20)

1. Tell about some of the specks of creation which Prometheus mixed into the clay that he used to make man.
2. From whom did Zeus obtain fire?
3. Who was Hephaistos?
4. What was the reaction of Zeus when he first saw man?

5. Why did Zeus have to come down to earth when peace was made between men and the gods?
6. How did Prometheus trick Zeus with the sacrifice?
7. How did Prometheus obtain fire for mankind?
8. List some of the things which Prometheus taught men.
9. What was the greatest gift of Prometheus?
10. To whom did Prometheus entrust the jar of evil?
11. Who made the first woman?
12. What were some of the gifts the gods gave the first woman?
13. What is the meaning of the name Pandora?
14. How would you describe the character of Epimetheus?
15. Who brought Pandora to earth?
16. What was the main fault of Pandora?
17. What happened when Pandora opened the sealed jar?
18. How and why was Prometheus punished?

Bonus:

1. Explain why the gods and men needed each other.

Chapter IV. Demeter (pages 21-26)

1. What is the meaning of the name Demeter?
2. Who was Persephone?
3. Describe the earth when Persephone lived on it.
4. What was the wish of Hades?
5. How did Zeus help him?
6. What did Mother Earth make to aid Hades?
7. How did Hades capture Persephone?
8. Name the three gods or goddesses who knew about Persephone's capture.
9. How did Demeter learn about the fate of Persephone?
10. What did Demeter do after she learned about the fate of her daughter?
11. In your own words tell the story Demeter told the four maidens.
12. What would have happened to Demophon if his mother had not cried out?
13. What did Demeter tell Iris when she came down to Eleusis?
14. What did Hermes accomplish in the underworld?
15. How did Hades trick Persephone?
16. When did Hecate become the servant of Persephone?
17. Tell about the feast Demeter established in her temple of Eleusis.

Bonus:

1. Using the story of Persephone as a basis, write a short paragraph in which you explain the four seasons.

Chapter V. Athena (pages 27-28)

1. How would you describe Athena?
2. Who was the wife of Zeus who caused him so much anxiety?
3. What did Mother Earth tell Zeus about Metis?
4. What service did Hephaistos perform for Zeus?
5. Why?
6. What happened when Hephaistos performed his task?
7. What is the meaning of the name Metis?
8. Give two reasons for the cleverness of Athena?
9. List some of the things which Athena taught the people to do.

Bonus:

1. Write a short paragraph in which you tell about your own reaction to the story of Athena.

Chapter VI. The Olympian Household (pages 28-30)

1. Where did Zeus and the gods live?
2. Why were the gods called Olympians?
3. Describe life on Mount Olympos.
4. What was the task of Hephaistos?
5. What was the task of Athena?
6. Name some of the things which Athena invented.
7. Why is it strange that Aphrodite should be the wife of Hephaistos?
8. Why was Hephaistos not quite equal to the other gods?
9. Who was Ares?
10. Name the three Fates.
11. Who were the Muses?
12. How did Zeus punish Hera for her bad temper and sharp tongue?
13. How did it happen that Hephaistos became lame?
14. What was the attitude of Hephaistos when he returned to Olympos?

Bonus:

1. In a short paragraph, tell about your impression of the Olympian household.

Chapter VII. Apollo and Artemis (pages 30-34)

1. Why did Zeus love Leto?
2. How did Hera try to curse Leto?
3. What did Zeus do to aid Leto?
4. What happened on the island of Delos?
5. Describe Apollo.
6. Describe Artemis.
7. Why is Apollo sometimes known as the Cynthian?
8. What was the duty of the oracle who lived in the sacred cave?
9. What is a tripod?
10. Why did Apollo decide to look for another location for his shrine?
11. How did Telphusa persuade Apollo to locate his shrine in another place?
12. How did it happen that Apollo got the title Pythian Apollo?
13. Tell how Apollo managed to get priests and servants for his shrine?
14. What did the priestesses do in order to receive an oracle?
15. How did Apollo see to it that his priests could tell the meaning of the words which the priestesses uttered?

Chapter VIII. Pan (pages 35-36)

1. What did Pan look like?
2. Where was Pan born?
3. Who were the Satyrs?
4. What did the Satyrs look like?
5. Tell about Pan and the nymph Echo.
6. How did it happen that we have the word 'panic'?
7. How is Pan said to have aided the Athenians?
8. What did the Athenians do in gratitude?
9. What musical instrument did Pan invent?
10. Describe the panspipes.

Bonus:

1. Draw a picture of Pan as you think he looked.

Chapter IX. Hermes (pages 36-44)

1. Who was the mother of Hermes?
2. Where did she live?
3. Who was the father of Hermes?

4. What two things did Hermes do on the day he was born?
5. What does the tortoise symbolize?
6. What promise did Hermes make to the tortoise?
7. What did Hermes make from the tortoise?
8. How many cows did Hermes steal from the gods?
9. What did he do with two of them?
10. Who was the real owner of the cows?
11. Where did Apollo take Hermes?
12. How did Hermes try to trick the person searching for the cattle?
13. What three things were present in the music of the harp?
14. Of what occupation is Hermes Eriumios the guardian?
15. What promise did Zeus require Apollo to make?
16. What did Hermes promise Apollo?
17. Why did Zeus make Hermes the herald of the gods?
18. Where was Hermes to lead the ghosts of men?
19. What power over human eyes did the wand of Hermes have?
20. What is the meaning of Hermaion?
21. Who was the sister of Apollo?

Bonus:

1. List the things over which Hermes presided or had control. One bonus for each answer.

Chapter X. Artemis (pages 44-48)

1. What is the meaning of the name Hestia?
2. Why did Zeus give Hestia a high place of honor?
3. What were the favorite delights of Athena?
4. What things did Artemis love?
5. Who was Hyperion?
6. Who was Eos?
7. Who was Helios?
8. Of what was Selene the goddess?
9. Name some of the places where Helios had temples.
10. What part of the earth did Helios receive from Zeus?
11. What did Selene do to the man she loved?
12. Describe the two sons of Poseidon.
13. Whom did the two sons of Poseidon place in a brazen pot?

14. Who rescued him?
15. What two religious customs did Artemis keep when she took over the temple in Thrace?
16. Who was Hecate?

Bonus:

1. Tell about the origin of the custom of Hecate's dinner.

Chapter XI. The Flood (pages 49-53)

1. How did Zeus demand that an oath be taken?
2. What did men on earth do that pleased the gods?
3. How were humans punished for bloodshed?
4. When did Zeus become more interested in men?
5. What was lacking in the First Age of Man?
6. What was the name of the First Age of Man?
7. Why?
8. To what garden could the First Age of Man be compared?
9. Why was the Second Age of Man known as the Silver Age?
10. Who were the Heroes?
11. Describe the Iron Age.
12. Why did Zeus visit earth during the Iron Age?
13. What did Lycaon do to Zeus?
14. Why?
15. What happened to Lycaon?
16. Why did Zeus decide against fire as a means by which to destroy the earth?
17. What country was overcome by the flood?
18. What two people survived the flood?
19. How did they survive the flood?
20. What did Themis tell Deucalion and Pyrrha to do?
21. Who was the father of Deucalion?
22. How did Deucalion interpret the riddle of Themis?

Bonus:

1. What human characteristics can be traced back to the stone which Deucalion tossed?
2. Why are humans called peoples?

Chapter XII. Athena and Poseidon (pages 53-54)

1. Give two reasons why Poseidon had little trouble obtaining Corinth.
2. Why did Athens present a problem to Poseidon?
3. What kind of contest was used to decide who was the god of Athens?
4. What gift did Poseidon give to the Athenians?
5. What gift did Athena give to the Athenians?
6. Why was the gift of Athena the better gift?

Bonus:

1. List as many uses for olives or olive oil that you can find. One point each.

Chapter XIII. The Heroes: Heracles (pages 55-70)

Part #1 (pages 55-58)

1. Give two reasons why the gods had to visit men on earth?
2. Where did the Heroes come from?
3. What happened when a Hero died?
4. Who were the parents of the greatest of all the Heroes?
5. How did Hera try to kill Heracles and Iphicles?
6. Why?
7. Who was Teiresias?
8. What did he tell Amphitryon about the future of Heracles?
9. List some of the things Heracles was taught during his boyhood.
10. In your own words tell about the two women Heracles met when he was eighteen.
11. What was the first task which faced Heracles after he decided to follow the hard road?
12. Why did Eurystheus command Heracles to perform the twelve labours?

Bonus:

1. Why did the king of Thebes give his daughter Megera to Heracles for a wife?
2. Describe each woman and what she said to Heracles.
3. What would you have said to each one if you had been Heracles?
4. Tell about the advice the second woman gave Heracles.
5. Tell whether or not you think Heracles was guilty of sin when he murdered his music master.

Part #2 (pages 58-62)

1. Where is Iryns?
2. Name the three cities on the plain of Argos.
3. Describe the lion of Nemia.
4. What did Heracles do with the lion's skin?
5. Describe the Hydra.
6. How did Heracles and Iolaos finally succeed in destroying the Hydra?
7. What happened to the crab which came to the aid of the Hydra?
8. How do you imagine Heracles managed to make peace with Artemis concerning the Arcadian Deer?
9. What is a centaur?
10. How did Pholas cause trouble for Heracles?
11. How did Heracles capture the Erymanthian Boar?
12. Where did Eurystheus hide when Heracles returned with the Boar?
13. What trick did Heracles use to accomplish his Fifth Labour?
14. Describe the Stymphalian Birds.
15. How did Heracles get rid of the Stymphalian Birds?

Bonus:

1. How were the Olympian games founded?
2. If you had been Heracles, what would you have done about Augeas?

Part #3 (pages 62-66)

1. Who owned the Cretan Bull?
2. What did the Cretan Bull do when he was set free?
3. What was the fate of Diomedes?
4. Tell about the mares of Diomedes.
5. Describe Queen Hippolyta and the Amazons.
6. What were the Pillars of Heracles?
7. Describe Geryones and his dog.
8. Where were the Golden Apples of the Hesperides?
9. Who was Atlas?
10. How did he trick Heracles?
11. How did Heracles trick Atlas?
12. How did Heracles tame Cerberos?
13. What did Heracles do with Cerberos after showing him to Eurystheus?
14. What did the Giants use as weapons?
15. How did Heracles manage to kill Alkyoneus?

16. What happened to the bodies of the Giants?

Bonus:

1. What happened to the island of Cos?
2. Why is it appropriate that Athena should advise Heracles concerning Alkyoneus?
3. How did his talk with Prometheus aid Heracles?

Part #4 (pages 66-70)

1. What happened to Heracles in his second madness?
2. How did Zeus separate Apollo and Heracles?
3. What did Heracles have to do in order to be purified from his bloodshed?
4. Who bought Heracles?
5. Tell about the adventure of Heracles with the Cerkopes.
6. What problem did Zeus have early in his reign?
7. What sea-nymph came to the aid of Zeus?
8. How did Briareos aid Zeus?
9. How and why were Apollo and Poseidon punished?
10. Who offered Heracles the mares?
11. Why?
12. Who was Deianeira?
13. What did Nessos tell Deianeira to do?
14. What was the effect of Deianeira's charm?
15. How did Heracles meet his end on earth?
16. What was the fate of Heracles in Heaven?

Bonus:

1. Who was King Priam?
2. Do you think Heracles's death was deserved?
3. Why?
4. What adventure of Heracles was your favorite?
5. Why?

Chapter XIV. Typhon (pages 70-74)

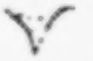
1. What did Zeus find was necessary for peace and order?
2. What was Briareos?
3. Who was the last monster to resist Zeus?
4. Why?

5. Who was the last offspring of Mother Earth?
6. Describe Typhon.
7. Where did Zeus leave his thunderbolts and lightning?
8. Why?
9. What made up the Signs of the Zodiac?
10. Name the members of the Zodiac.
11. Who was Cadmos?
12. What did he do?
13. Who was Chronos?
14. According to Typhon, what was to be the fate of Athena and Hera?
15. How did Zeus regain his thunder and lightning?

Bonus:

1. Tell about the language of the gods.
2. Describe the appearance and personality of Old Mother Earth.

Chapter XV. Cadmos (pages 74-77)

1. Who was Europa?
2. How did Zeus manage to carry off Europa?
3. Where did Zeus take Europa?
4. Who were the two sons of Europa?
5. What did each of her sons do when he grew up?
6. Who was Cadmos?
7. Explain the oracle that Cadmos was given?
8. Who were the ancestors of the Thebans?
9. From whom did the Greeks learn the alphabet?
10.  = the letter "____". How?
11. Give three facts in telling who was Harmonia.
12. What was the fate of Semele?
13. Why?
14. Who was Dionysos?
15. Who cared for Dionysos until a nurse was found?

Chapter XVI. Dionysos (pages 77-86)

Part #1 (pages 77-81)

1. What is the meaning of the name Dionysos?
2. What did Ino do for Dionysos?
3. Why did Hermes take Dionysos from Ino?
4. What did Rheia teach Dionysos?
5. Who was Io?
6. What happened to her?
7. Why?
8. Why did Argos make a good guardian?
9. Tell how Zeus rescued Io.
10. How did Pan invent the pipes?
11. Why is the peacock Hera's favorite bird?
12. How did it happen that Dionysos discovered wine?
13. List some of the people who followed Dionysos.
14. Describe the clothing and actions of the followers of Dionysos.
15. What advice did Dionysos give mankind in order that they might avoid the madness which wine could cause?

Bonus:

1. How did Hermes win his place in Olympos?

Part #2 (pages 81-86)

1. Who kidnapped Dionysos?
2. Why?
3. What happened to the men who kidnapped Dionysos?
4. Why did Dionysos grant Midas a reward?
5. What problem did Midas face because of his wish?
6. What did Apollo do to Midas following his contest with Pan?
7. Why?
8. How did the court find out about the secret of Midas?
9. Why didn't Dionysos take his place in Olympos?
10. How did Dionysos rescue his mother from Hades?

Bonus:

1. How do you think Dionysos made the steersman a happy man? (See first paragraph at the top of page 82.)

Chapter XVII. Asclepios (pages 86-88)

1. What kind of personality did the god Asclepios have?
2.. Who was the father of Asclepios?
3. Who was Cheiron?
4. What did he do?
5. What did Cheiron teach Asclepios?
6. What was the famous rule of Cheiron?
7. What did Asclepios do which angered Hades?
8. What happened to Asclepios because of his good deed?
9. Who was responsible for the revival of Asclepios?
10. At night what happened to the people in the temple of Asclepios?
11. What is the ancient origin of the English word panacea?
12. Name two types of helpers Asclepios had.
13. What was the custom followed by the people who had been cured in one of the temples of Asclepios?

Greek Mythology

Source: Gods, Heroes and Men of Ancient Greece by W. H. D. Rouse, The New American Library, Inc., 1957. Parts 3, 4 and 5, pages 89-184.

Course: Latin Heritage (2)

Exercises:

Chapter XVIII. Jason (pages 89-91)

1. Who was Pelias?
2. What did he do?
3. What did the banished king of Thessaly do with his new-born son?
4. Who was Cheiron?
5. What skills did he possess?
6. How did Apollo's oracle to Pelias come true?
7. What happened when Jason returned to his father's home?
8. What agreement was reached between Pelias and Jason?

Chapter XIX. The Ram With a Golden Fleece (pages 91-93)

1. Who was the real mother of Phrixos?
2. Who was the step-mother of Phrixos?
3. Why did Ino hate Phrixos and Helle?
4. How did Ino cause despair in the land?
5. What did Ino bribe the messenger to say about the oracle he received at Delphi?
6. How did Nephele rescue her children?
7. How did the Hellespont get its name?
8. Who was King Aietes?
9. What relation was Phrixos to Pelias?

Bonus:

1. Tell about the custom concerning the eldest son which began when the sons of King Aietes returned to claim their inheritance.

Chapter XX. The Argonauts (pages 93-97)

1. What unusual ability did the Argo possess?
2. Who was the father of Achilles?
3. What happened to Hylas?
4. Who looked for Hylas?
5. How was Phineus punished?
6. Why?
7. How did the Heroes rescue Phineus?
8. What advice did Phineus give the Heroes?
9. What power did Lynceus possess?
10. How did the Heroes trick the Birds of Ares?
11. Whom did the Heroes see on the Caucasos Mountains?
12. What happened to him?

Chapter XXI. Cupid and His Mother (pages 97-100)

1. How did Athena and Hera plan to insure the success of Jason?
2. Who was Ganymede?
3. What kind of problem did Aphrodite have with Cupid?
4. What did Aphrodite promise to give Cupid if he agreed to shoot Medeia with his arrow?
5. Who was Medeia?

Chapter XXII. Jason and Medeia (pages 100-103)

1. What did the Colchians do with the bodies of their dead?
2. What happened to Medeia when Cupid struck her with a golden arrow?
3. What offer did Aietes make to Jason regarding the Golden Fleece?
4. What would happen when the teeth of the Theban dragon were sown?
5. What power did the root of Prometheus possess?
6. Why was it so named?

XXIII. The Brazen Bulls and the Dragon's Teeth (pages 103-105)

1. Of what was Hecate the goddess?
2. What trick did Medeia advise Jason to use regarding the earth-born men?
3. What favor did Medeia ask of Jason?
4. What would happen if he did not keep his promise?
5. How did Jason capture the Brazen Bulls?

6. What happened to the earth-born men?

Chapter XXIV. The Golden Fleece (pages 106-108)

1. How did Jason finally get the Golden Fleece?
2. Who was Apsyrtos?
3. What unjust act did Jason and Medeia perform regarding Apsyrtos?
4. Who purified Jason and Medeia after the murder?
5. What treacherous thing did Pelias do?
6. How did Jason and Medeia avenge the murder of the father of Pelias?
7. What happened to Jason after being married to Medeia for a number of years?
8. Whom did Medeia marry in Athens?

Chapter XXV. Theseus and the Robbers (pages 109-115)

1. What is the Isthmus of Corinth?
2. Where is Troizen?
3. What did Aigeus do while visiting Troizen?
4. Who was Aithra?
5. What did Theseus decide to do after his talk with Heracles?
6. On what did Theseus depend when wrestling or doing other things?
7. Why didn't warriors wear beards during the time of Theseus?
8. Why did Theseus refuse to go to Athens by ship?
9. What was the first adventure of Theseus?
10. What did Theseus do to Sinis?
11. Who was Sciron?
12. What did Theseus do to him?
13. What happened to the fourth robber?
14. Who was Procrustes?
15. What did Theseus do to him?

Chapter XXVI. Theseus and Medeia (pages 115-117)

1. List the five adventures Theseus had on his way to Athens.
2. Why did Medeia dislike Theseus?
3. What was the first plan Medeia developed in order to kill Theseus?
4. How did Theseus capture the Cretan Bull?
5. What was the second plot of Medeia?
6. When did Aigeus finally realize that Theseus was his son?

Chapter XXVII. Theseus and the Minotaur (pages 117-124)

1. From what city did Heracles bring the bull of Marathon?
2. What was the Minotaur?
3. Who was Daidalos?
4. What was the Labyrinth?
5. Why did Minos force the Athenians to pay a tribute?
6. What was the tribute which Minos demanded of the Athenians?
7. What did King Aigeus give Theseus as he was leaving on the ship with Minos?
8. Who was Amphitrite?
9. What did she do for Theseus?
10. What advice did Daidalos give Ariadne concerning Theseus and the Minotaur?
11. What happened to Ariadne at her death?
12. What mistake did Theseus make when he returned home?
13. How did the Aegean Sea get its name?

Chapter XXVIII. Daidalos and Icaros and the End of Theseus (pages 124-129)

1. How did Daidalos and Icaros escape from the Labyrinth?
2. What advice did Daidalos give Icaros?
3. How did the Icarian Sea get its name?
4. What trick did Minos use in order to find Daidalos?
5. How did Daidalos solve the puzzle of Minos?
6. What was the Areiopagos?
7. How did Hades trick Theseus and Peirithoos?
8. Why?
9. What great thing did Theseus do for the city of Athens?

Chapter XXIX. Meleagros and the Brand (pages 128-129)

1. Who was the father of Achilles?
2. How did Artemis punish Calydon?
3. How did Althaia kill Meleagros?
4. Why?
5. What was the reaction of the sisters of Meleagros to the death of their mother?

Bonus:

1. Why was it appropriate that Artemis turned the sisters of Meleagros into guinea-fowl?

Chapter XXX. Atalanta (pages 129-132)

1. **Describe Atalanta's childhood.**
2. **What kind of woman did she grow up to be?**
3. **In what did she excel?**
4. **Why did her father want her to marry?**
5. **What were the conditions of the race?**
6. **Who helped Milanion win the race?**
7. **How did Milanion win the race?**
8. **What happened to Milanion and Atalanta?**
9. **Why?**

XXXI. Peleus and Thetis (pages 132-135)

1. **What happened to Aiacos after he died?**
2. **Who was Cheiron?**
3. **Who was Thetis?**
4. **Why did Zeus and Poseidon decide not to marry Thetis?**
5. **What did Peleus have to do in order to marry Thetis?**
6. **Name the three Fates.**
7. **List some of the gifts Peleus received at the wedding party.**
8. **In what two ways did Thetis attempt to make Achilles immortal?**
9. **What mistake did she make with the first method?**
10. **Why did Thetis leave Peleus?**
11. **In what skills did Cheiron train Achilles?**

XXXII. Apollo and Admetos (pages 135-139)

1. **Where did Apollo have to work as a servant?**
2. **Why was Admetos so pleased with Apollo as a herdsman?**
3. **What demand did Pelias make of the man who would marry his daughter?**
4. **What favor did Apollo obtain from the Fates for Admetos?**
5. **Who sacrificed her life for the sake of Admetos?**
6. **To whom did Admetos extend hospitality even though he was in mourning?**
7. **How did Heracles repay the hospitality of Admetos?**

Chapter XXXIII. Helios and Phaethon (pages 139-141)

1. Who was Phaethon?
2. Why did Helios promise to grant any one wish of his son?
3. What was the wish of Phaethon?
4. What happened to Phaethon because of his wish?
5. What is the mythical origin of poplar trees?

Chapter XXXIV. Orpheus and Eurydice (pages 142-145)

1. How powerful was Orpheus's harp?
2. Who was Orpheus's father?
3. Who were the Satyrs?
4. What did the Satyrs do when Orpheus played his harp?
5. Who was Eurydice?
6. What happened to Eurydice?
7. Where did Orpheus go to get Eurydice?
8. Describe Hades.
9. Describe three people who were punished in Hades.
10. Why were they punished?
11. How did Orpheus obtain his request in Hades?
12. What was his request?
13. Why did Orpheus lose Eurydice again?
14. Why did Orpheus make wonderful poems?
15. What happened to Orpheus?
16. Why did the nightingales around Methymna sing more sweetly than any other nightingales in the world?

    Bonus:

    1. Why are music halls sometimes named Orpheum?
    2. Where is Methymna?

Chapter XXXV. Danae and the Shower of Gold (pages 145-147)

1. Why did Danaos command his daughters to kill their husbands?
2. Which daughter of Danaos failed to carry out the command of her father?
3. Who was Danae?
4. Why was she locked in a tower?
5. How did Zeus manage to visit Danae?
6. What did Acrisios do when he learned about the birth of his grandson?

Chapter XXXVI. Perseus and the Gorgon Medusa (pages 147-151)

1. Who was Perseus?
2. Who was Medusa?
3. Why did Perseus attempt to get the head of Medusa?
4. What advice did Athena give Perseus?
5. How did Hermes and Hades aid Perseus?
6. Describe the three Old Hags.
7. What was Pegasos?
8. How was he born?

Chapter XXXVII. Perseus and Andromeda (pages 151-154)

1. Why did it take Perseus so long to return home?
2. How did Atlas finally obtain rest from his long labor?
3. Who was Andromeda?
4. Why did the people chain Andromeda to a rock?
5. How did Perseus kill the sea-monster?
6. Who was Phineus?
7. What happened to him?
8. What happened when Perseus returned home with the head of Medusa?
9. What became of the head of Medusa?
10. How was the prophecy concerning Acrisios fulfilled?

Chapter XXXVIII. Pegasos and Bellerophon (pages 155-161)

1. Why did Pegasos, a horse, spring up from the blood of Medusa?
2. Describe Pegasos.
3. What task did Pegasos perform for Zeus?
4. What is the meaning and story behind the Hippocrene?
5. Why did Bellerophon have to leave Corinth?
6. What evil thing did the wife of Proitos say about Bellerophon?
7. Why?
8. How did Proitos plan to kill Bellerophon?
9. What dilemma faced Iobates?
10. Describe the Chimaira.
11. What did it do?
12. What request and promise did Iobates make to Bellerophon?
13. How did Bellerophon manage to ride Pegasos?

14. How did Bellerophon slay the Chimaira?

15. What happened to Bellerophon because of his pride?

Chapter XXXIX. Iamos the Pansy-Child (pages 1[illegible]-163)

1. What happened to the Heroes who died in the early ages?
2. Who was the grandfather of Iamos?
3. Why was Iamos called the Pansy-Child?
4. Who was the father of Iamos?
5. What request did Iamos make of Poseidon?
6. What was the task of the descendants of Iamos?

APPENDIX A: TWENTY-ONE DIALOGS

Note to the teacher:

The dialogs in Latin have been excerpted from Multi-Lingual Oral Exercises, Publication 2-207 TCH of the Detroit Public Schools, 1969, pages 76-84. They were prepared by Virginia Smojver, a teacher of Latin in Tappan Junior High School. She and William Riker, a teacher of Latin in Cooley High School, provided the voice talent for the audio recording of the dialogs and the drill exercises.

To quote from the preface of this publication:

"The dialogs are short so that they can be easily learned and dramatized. The related vocabulary provides substitution items which lend flexibility to the original dialog. It increases the pupil's opportunity to say "more" things within the correct grammatical or idiomatic frame of the dialog.

The dialog exercises provide both listening and repeating experiences. First, the pupil listens to the entire dialog. Then, he listens to the first line. At this point, he is ready to practice it, segment by segment, beginning with the last segment first and working up to the first one. This is known as "backward build-up." This kind of practice is recommended for two reasons in particular. First, it helps the pupil remember what he is practicing and learning. Second, such practice helps to preserve the correct intonation or melody of the utterance without which the meaning is often lost.

After the pupil has practiced the segments and the total utterances, he listens to the entire dialog once more. Finally, he reads the dialog orally with the model voice."

Directions for Dialogs #1-21:

1. First listen to the entire dialog.
2. Then say the words and phrases after the model voice.
3. Listen to the entire dialog again.
4. Now try to read the dialog orally with the model voice.

DIALOG #1 Names (pupil to pupil)

--What's your name?	--Quid est nomen tibi?
--My name is John. What's yours?	--Mihi nomen est Iohannes. Quid est tibi?
--My name is Mary.	--Mihi est Maria.

Dialog Practice (3x)

1. ... nomen tibi?
2. Quid est ...
3. Quid est nomen tibi?
4. ... Iohannes
5. ... est Iohannes
6. Mihi nomen ...
7. Mihi nomen est Iohannes.
8. ... est tibi
9. Quid est tibi?
10. ... est Maria.
11. Mihi est Maria.

Vocabulary Practice (3x)

1. Helena
2. Iulia
3. Alicia
4. Rosa
5. Cornelia
6. Ioanna
7. Publius
8. Antonius
9. Iacobus
10. Maximus
11. Gualterus
12. Marcus

DIALOG #2 Names (pupil to teacher)

--What's your name?	--Quid est nomen tibi?
--My name is Mr. Jones. What's yours?	--Mihi nomen est Dominus Jones. Quid est nomen tibi?
--My name is John.	--Mihi nomen est Iohannes.

Dialog Practice (3x)

1. ... nomen tibi
2. Quid est ...
3. Quid est nomen tibi?
4. ... Dominus Jones
5. Mihi nomen est ...
6. Mihi nomen est Dominus Jones.

Dialog Practice (cont.) (3x)

7. ...nomen tibi?
8. Quid est ...
9. Quid est nomen tibi?
10. ... est Iohannes.
11. Mihi nomen ...
12. Mihi nomen est Iohannes.

Vocabulary Practicé

1. Miss, Domina
2. Mrs., Domina

DIALOG #3 Names (teacher to pupil)

Note: There are no significant changes to warrant a separate dialog at this point.

DIALOG #4 Greetings (pupil to pupil)

--Hello, John.	--Salve, Iohannes.
How are you?	Quidst tibi?
--I'm fine, Mary.	--Bene satis, Maria.
And you?	Et tu?
--I'm fine too.	--Bene quoque.
Thank you.	Gratias.

Dialog Practice (3x)

1. Salve, Iohannes ...
2. Quidst tibi?
3. Salve, Iohannes. Quidst tibi?
4. Bene satis ...
5. Bene satis, Maria.
6. Et tu?
7. Bene satis, Maria. Et tu?
8. Bene quoque.
9. Gratias.
10. Bene quoque. Gratias.

Vocabulary Practice (3x)

1. Good morning.	Bonum mane.
2. Good afternoon.	Bonus dies.
3. Good evening.	Bonus vesper.
4. So-so.	Ut soleo.
5. Not so good.	Male.

DIALOG #5 Greetings (pupil to teacher)

--Hello, Mr. Jones.	--Salve, Dominus Jones.
How are you?	Quid agis?
--I'm fine, John.	--Ego sum bene, Iohannes.
And you?	Et tu?
--I'm fine too.	--Ego sum bene quoque.
Thank you.	Gratias tibi ago.

Dialog Practice (3x)

1. ...Dominus Jones.
2. Salve, Dominus Jones.
3. Quid agis?
4. Salve, Dominus Jones. Quid agis?
5. Ego sum bene ...
6. Ego sum bene, Iohannes.
7. Et tu?

Dialog Practice (cont.) (3x)

8. Ego sum bene, Iohannes. Et tu?
9. Ego sum bene quoque.
10. ... tibi ago
11. Gratias ...
12. Gratias tibi ago.
13. Ego sum bene quoque. Gratias tibi ago.

Vocabulary Practice (3x)

(Same as for DIALOG #2)

DIALOG #6 Greetings (teacher to pupil)

Note: There are no significant changes to warrant a separate dialog at this point.

DIALOG #7 Age

--How old are you, John?	--Quot annos habes, Iohannes?
--I'm twelve.	--Duodecim annos habeo.
And you?	Et tu?
--I'm thirteen.	--Tredecim annos habeo.

Dialog Practice (3x)

1. ... habes
2. Quot annos ...
3. Quot annos habes ...
4. Quot annos habes, Iohannes?
5. ... habeo
6. ... annos habeo

Dialog Practice (cont.) (3x)

7. Duodecim ...
8. Duodecim annos habeo.
9. Duodecim annos habeo. Et tu?
10. Tredecim ...
11. Tredecim annos habeo.

Vocabulary Practice (3x)

1. eleven	undecim
2. fourteen	quattordecim
3. fifteen	quindecim

DIALOG #8 Family, Pets, Money (affirmative)

--John, do you have a brother?	--Iohannes, habesne fratrem?
--Yes, I do.	--Ita habeo.

Dialog Practice (3x)

1. ... fratrem
2. ... habesne fratrem
3. Iohannes, habesne fratrem?
4. Ita habeo.

Vocabulary Practice (3x)

1. a sister	sororem
2. any sisters	aliquas sorores
3. any brothers	aliquos fratres
4. any brothers or sisters	aliquos fratres aut sorores
5. a cat	felem
6. a fish	piscem
7. a dog	canem
8. a bird	avem
9. a horse	equum
10. a penny	asem

DIALOG #9 Family, Pets, Money (negative)

--John, do you have a brother?	--Iohannes, habesne fratrem?
--No, I don't.	--Non habeo.

Dialog Practice (3x)

1. ... fratrem
2. ... habesne fratrem
3. Iohannes, habesne fratrem?
4. Non habeo.

Vocabulary Practice (3x)

(Same as for DIALOG #8)

DIALOG #10 Warm Weather, Sports

--It's warm today.	--Est aestus hodie.
--Let's go swimming.	--Natēmus

Dialog Practice (3x)

1. ... hodie
2. ... aestus hodie
3. Est aestus hodie.
4. Natēmus.

Vocabulary Practice (3x)

1. Let's play baseball.	Ludamus locopilam.
2. Let's play basketball.	Ludamus sportapilam.
3. Let's go fishing.	Insidiemus piscibum.

DIALOG #11 Cold Weather, Sports

--It's cold today.	--Est frigus hodie.
--Let's go skating.	--Labamur per graciem.

Dialog Practice (3x)

1. ... hodie
2. ... frigus hodie
3. Est frigus hodie.
4. ... graciem
5. ... per graciem
6. Labamur ...
7. Labamur per graciem.

Vocabulary Practice (3x)

1. Let's go skiing.	Eamus in sci-acis.
2. Let's play hockey.	Ludamus graciepilam.
3. Let's play football.	Ludamus pedispilam.

DIALOG #12 Rainy Weather, Activities

--It's raining today.	--Pluit hodie.
--Let's stay home.	--Maneamus domi.

Dialog Practice (3x)

1. ... hodie
2. Pluit hodie.
3. Maneamus ...
4. Maneamus domi.

Vocabulary Practice (3x)

1. Let's listen to the radio.	Audiamus radionem.
2. Let's watch television.	Spectemus televisionem.
3. Let's play cards.	Ludamus paginis.
4. Let's read.	Legamus.

DIALOG #13 Snowy Weather, Sports

--It's snowing today.	--Ningit hodie.
--Let's go skiing.	--Eamus in sci-acis.

Dialog Practice (3x)

1. ... hodie
2. Ningit hodie.
3. ... in sci-acis
4. Eamus ...
5. Eamus in sci-acis.

Vocabulary Practice (3x)

1. Let's play hockey. Ludamus graciepilam.
2. Let's go sledding. Labamur per nivem.
3. Let's go skating. Labamur per graciem.

DIALOG #14 Days and Months

--My birthday is Tuesday. When is yours?	--Meum natalis est die martis. Quando est tuum?
--My birthday is in July.	--Meum natalis est in Julium.

Dialog Practice (3x)

1. ... die martis
2. Meum natalis ...
3. Meum natalis est ...
4. Meum natalis est die martis.
5. ... tuum

Dialog Practice (cont.) (3x)

6. ... est tuum
7. Quando est tuum?
8. ... in Julium
9. Meum natalis est ...
10. Meum natalis est in Julium.

Vocabulary Practice (3x)

1.	January	Ianuarium
2.	February	Februarium
3.	March	Martium
4.	April	Aprilem
5.	May	Maium
6.	June	Junium
7.	July	Julium
8.	August	Augustum
9.	September	Septemberem
10.	October	Octoberem
11.	November	Novemberem
12.	December	Decemberem

Vocabulary Practice (cont.) (3x)

1.	Monday	dies lunae
2.	Tuesday	dies martis
3.	Wednesday	dies mercuri
4.	Thursday	dies iovis
5.	Friday	dies veneris
6.	Saturday	dies saturni
7.	Sunday	dies solis

DIALOG #15 School Supplies and Objects

--I need a book, John.	--Opus est mihi libro, Iohannes.
--So do I.	--Mihi est quoque.

Dialog Practice (3x)

1. ... mihi libro
2. Opus est ...
3. Opus est mihi libro, Iohannes.
4. ... quoque
5. Mihi est ...
6. Mihi est quoque.

Vocabulary Practice (3x)

1. a pencil	graphide
2. a pen	calamo
3. some paper	aliquibus chartis
4. a notebook	pugillare
5. some chalk	aliquibus cretis
6. a bicycle	birotā
7. some records	aliquibus discis dicentibus
8. a radio	radione
9. a T.V. set	televisione

DIALOG #16 Food

--John, please give me some pop.	--Iohannes, da mihi si placer aliquam vappam.
--Here's some pop.	--Hīc est aliqua vappa.
--Thank you.	--Gratias tibi.

Dialog Practice (3x)

1. ... vappam
2. ... aliquam vappam
3. ... da mihi
4. ... da mihi aliquam vappam.
5. Iohannes, da mihi aliquam vappam.
6. Hic est ...
7. Hic est aliqua vappa
8. Gratias ...
9. Gratias tibi.

Vocabulary Practice (3x)

	Inserts for 1st sentence. (Accusative Case)
1. some milk	aliquis lac
2. some candy	aliquos dulces
3. some ice cream	aliquam gelidam spumam
4. special Roman food	lancem saturae
5. special Roman food	rissoles

Inserts for second sentence. (Nominative Case)

1. aliquid lac
2. aliqui dulces
3. aliqua gelida spuma
4. lanx saturae
5. rissoles

DIALOG #17 Textbooks

--John, show me a Math book.	--Iohannes, monstra mihi librum mathematicae.
--Here's a Math book.	--Hīc est liber mathematicae.

Dialog Practice (3x)

1. ...mathematicae
2. ...librum mathematicae
3. ...monstra mihi
4. ...monstra mihi librum mathematicae.
5. Iohannes, monstra mihi librum mathematicae.
6. ...liber mathematicae.
7. Hic est ...
8. Hic est liber mathematicae.

Note: Use liber instead of librum in the second sentence of the dialog.

Vocabulary Practice (3x)

1. an English book	librum Anglicae
2. a History book	librum Historiae
3. a Science book	librum Scientiae
4. a Language book	librum Linguae

DIALOG #18 Clothes

--John, show me some shoes.	--Iohannes, monstra mihi aliquos calceos.
--Here are some shoes.	--Hīc sunt aliqui calcei.

Dialog Practice (3x)

1. ... calceos
2. ... aliquos calceos
3. ... monstra mihi
4. ... monstra mihi aliquos caleos.
5. Iohannes, monstra mihi aliquos calceos.
6. ... calcei
7. ... aliqui calcei
8. Hīc sunt ...
9. Hīc sunt aliqui calcei.

Vocabulary Practice (3x)

	Accusative case (1st sentence)	Nominative case (2nd sentence)
1. there	ibi	ibi
2. some socks	aliqua pedalia	aliqua pedalia
3. some pants	aliquas braccas	aliquae braccae
4. some stockings	aliqua tibilia	aliqua tibilia
5. a coat	lacernam	lacerna
6. a sweater	laniculam	lanicula
7. a jacket	paenulam	paenula
8. a shirt	subuculam	subucula
9. a blouse	tunicam	tunica
10. a dress	stolam	stola
11. a skirt	limbrum	limbrus

DIALOG #19 Classroom

--What's this?	--Quid est?
--It's a door.	--Est janua.

Dialog Practice (3x)

1. Quid est?
2. Est janua.

Vocabulary Practice (3x)

1.	a blackboard	tabula nigra
2.	an eraser	gummum
3.	a window	fenestra
4.	a ceiling	laquear
5.	a piece of chalk	creta
6.	a floor	solum
7.	a wall	paries
8.	a table	mensa
9.	a desk	sella
10.	a chair	sedes
11.	a lamp	lucerna

DIALOG #20 Colors (singular)

--What color is the book?	--Qui color est liber?
--It's red.	--Est ruber.

Dialog Practice (3x)

1. ... liber
2. ... est liber
3. Quid color ...
4. Quid color est liber?
5. ... ruber
6. Est ruber.

Vocabulary Practice (3x)

1.	book	liber (M)
2.	pen	calamus (M)
3.	pencil	graphis (F)
4.	bicycle	birotā (F)

Note:
Use singular feminine color words with singular feminine nouns.

	Masculine singular	Feminine singular
1. blue	caeruleus	caerulea
2. yellow	flavus	flava
3. white	albus	alba
4. black	ater	atra
5. green	viridis	viridis
6. purple	purpureus	purpurea
7. orange	orantius	orantia
8. brown	fulvus	fulva

DIALOG #21 Colors (plural)

--What color are the shoes?	--Qui color sunt calcei?
--They are red.	--Sunt rubri.

Dialog Practice (3x)

1. ... calcei
2. ... sunt calcei
3. Qui color ...
4. Qui color sunt calcei?
5. Sunt rubri.

Vocabulary Practice (3x)

1.	records	disci (M)
2.	shoes	calcei (M)
3.	chalk	cretae (F)
4.	pants	braccae (F)

Note: Use plural feminine color words with plural feminine nouns.

		Masculine plural	Feminine plural
1.	blue	caerulei	caeruleae
2.	yellow	flavi	flavae
3.	white	albi	albae
4.	black	atri	atrae
5.	green	virides	virides
6.	purple	purpurei	purpureae
7.	orange	orantii	orantiae
8.	brown	fulvi	fulvae

APPENDIX B: INDEX - TRANSPARENCY FILE

1. Achilles
2. Aeneas (Aeneid)
3. Agora
4. Amazons
5. Appian Way
6. Apollo
7. Aqueducts
8. Aristophanes
9. Aristotle
10. Art (Greek, Roman)
11. Artemis
12. Asclepius
13. Athens
14. Atlas
15. Augustus
16. Aurelius

17. Bacchus
18. Baths
19. Buildings (Greek and Roman)
20. Caesar
21. Calendar
22. Cassandra
23. (Cena)
24. Centaur
25. Ceres
26. Cicero
27. Circus (Roman)
28. Cleopatra
29. Columns
30. Costumes (Greek Thos. Hope)
31. Cupid and Psyche
32. Customs (Greek and Roman)
33. Daidalos and Icaros
34. Dates (important)
35. Defense
36. Delphi
37. Diana
38. Dido
39. Disais
40. Dress (Greek and Roman)

41. Education
42. Egypt
43. Emperors
44. Entertainment (Greek and Roman)
45. Erecheum
46. Eros
47. Etruscans
48. Eumenides

49. Fasces
50. Flood
51. Fortuna
52. Forum

53. Gaul
54. Gladiators
55. Gods (Greek and Roman)
56. Government (Greek and Roman)

57. Hannibal
58. Hecate
59. Herodotus
60. Hippocrates
61. Homer

Transparency File Continued

62. Houses (Greek and Roman)
63. Horace
64. Horse (Trojan)

65. Iliad

66. Janus
67. Jason
68. Juno
69. Jupiter

70. Laocoon
71. Life (daily, Greek and Roman)
72. Life (private, Greek and Roman)
73. Lyre

74. Maps (cities)
75. Maps (countries)
76. Maps (world)
77. Mars
78. Medusa
79. Mercury
80. Midas
81. Minerva
82. Monuments
83. Muses

84. Navigation (Greek and Roman)
85. Neptune
86. Numbers
87. Nymph

88. Objects (daily)
89. Occupations (Greek and Roman)
90. Odyssey
91. Olive
92. Olympics
93. Orpheus

94. Pan
95. Pantheon
96. Parcae
97. Persephone
98. Perseus
99. Pericles
100. Philosophers
101. Plautus
102. Pompeii
103. Pluto
104. Portraits
105. Pottery (Greek and Roman)
106. Prometheus
107. Psyche

108. Religion (Greek and Roman)
109. Roads (ancient)
110. Rome
111. Romulus and Remus
112. Ruins (Greek and Roman)

113. Sarcophagus
114. Saturnalia
115. Satyr
116. Schools (Greek and Roman)
117. Socrates
118. Sparta
119. S.P.Q.R.
120. Sybil

Transparency File Continued

121. Tantalus
122. Temples (Greek and Roman)
123. Theatre (Greek and Roman)
124. Thebes
125. Theseus
126. Time line
127. Toys (Greek and Roman)
128. Transportation
129. Triumph (Roman)

130. Venus
131. Vergil
132. Vesta
133. Vestal Virgins
134. Vulcan

135. Warfare
136. Writing

137. Zodiac

APPENDIX C: SOURCES FOR AUDIO-VISUAL MATERIALS

Note: The Classical World, March, 1969, has a comprehensive directory of producers and distributors of audio-visual materials.

FILMS:

American Film Registry
28 E. Jackson Blvd., Chicago, Illinois

Brandon Films, Inc.
200 W. 57th St., New York, New York 10019

Carousel Films, Inc.
1501 Broadway, Suite 1503, New York, New York 10036

Coronet Instructional Films
Coronet Bldg., Chicago, Illinois 60601

Encyclopedia Britannica Films
425 N. Michigan Avenue, Chicago, Illinois 60611

Educational Service
1730 Eys Street, N.W., Washington, D.C. 20006

Thompson, Dorothy B.
American Classical League, Miami University, Oxford, Ohio
(catalog of visual aids)

FILMSTRIPS:

Audio-Visual Materials Consultation Bureau
Wayne State University, Detroit, Michigan 48201

Educational Audio-Visual, Inc.
Pleasantville, New York 10570

Eyegate House
146-01 Archer Avenue, Jamaica, New York 11435

Jam Handy Organization
2821 E. Grand Blvd., Detroit, Michigan 48211

Life Magazine, Filmstrip Division
Rockfeller Plaza, New York, New York 10020

Society for Visual Education, Inc.
1345 Diversey Parkway, Chicago, Illinois 60614

PICTURES:

American Classical League Service Bureau
Miami University, Oxford, Ohio

Note: Inexpensive mimeographed sheets are available on many aspects of teaching the classics, pictures, plays, projects, games, posters and books. Free folder of offerings is available.

Art Museums

Informative Classroom Picture Publishers
31 Ottawa Avenue, N.W., Grand Rapids, Michigan 49502

Perry Pictures Co.
Box 400, Malden, Massachusetts

REALIA AND PROJECTS:

American Classical League Service Bureau
Miami University, Oxford, Ohio 45056

American Express Co., Travel Sales Division
65 Broadway, New York, New York 10006

American Numismatic Society
Broadway at 155th St., New York, New York 10032

Edith M. Cook Projects
Westtown, Pennsylvania 19395

Royal Greek Embassy Information Service
2211 Massachusetts Ave., N.W., Washington, D.C. 20008

National Geographic Society, School Service Department
16th & M. St., Washington, D.C. 10006

Thrift Press
P.O. Box 85, Ithaca, New York 14850
656 Willow St., Chicago, Illinois 60614

J. Weston Walch Publisher
Box 1075, Portland, Maine 04104

RECORDS AND TAPES:

Caedmon Records
5058 Eighth Ave., New York, New York 10018

Decca Records, Inc.
445 Park Ave., New York, New York 10012

Educational Stimuli
2012 Hammond Ave., Superior, Wisconsin 54880

Folkways Scholastic Records
906 Sylvan Ave., Englewood Cliffs, New Jersey 07632

Linguaphone Institute
30 Rockefeller Plaza, New York, New York 10020

R.C.A. Victor Record Division
155 E. 24th St. New York, New York 10010

SLIDES:

Eastman Educational Slides
Box 441, Kerrville, Texas 78028

Eastman Kodak Co.
Rochester, New York 14650

Rosenthal Art Slides
5456 S. Ridgewood St., Chicago, Illinois 60615

Seaman, William
4591 Arrowhead Rd., Okemos, Michigan 48864

Society of Visual Education, Inc.
1345 Diversey Parkway, Chicago, Illinois 60614

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Note: The ACL Service Bureau at Miami University has many inexpensive, mimeographed materials listed in a free folder.

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Language Education Department

May, 1970

ERRATA FOR CURRICULUM GUIDE IN LATIN HERITAGE

	Page	
1.	5	#2 (masculine, neuter)
2.	9	girls' (apostrophe in plural)
3.	11	#14 grow
4.	12	$4 queen (underline)
5.	13	#2, 12, 16 non before verb
6.	13	#9 tulliae after gemmae
7.	14	#2,3,4 eius
8.	16	#8 answer key, Nemean
9.	17	#7,9 quattuor
10.	22	#8 drill, docetis answer key, docetis
11.	23	#7, 19, 20 answer key: habebis, habitabo, liberabit
12.	25	#15 answer key, meruimus
13.	25	#10, 11 drill: docemus and docetis
14.	28	#1 drill, casis
15.	28	#8 drill, fenestris
16.	29	#5 drill, casam
17.	29	#5 answer key, casAS
18.	30	Part 1, line 12, bonum
19.	30	Part 2, line 3, et albae for al acque
20.	30	Part 2, line 8, jusculum
21.	33	#10 navicula
22.	33	#11 errant
23.	41	#2, Chap. IV, priest
24.	42	#1, Chap. V, priest
25.	61	Puzzle, #9 vertical, only 4 spaces
26.	65	#3 understand
27.	66	Line 2, Jupiter
28.	67	Line 1, Cronos
29.	68	#4 Melpomene
30.	69	#1, Signs, Aries
31.	70	#3, College Mottoes, suis
32.	72	#1 coquus
33.	72	#9 4th quotation, finish translation "she makes stupid"
34.	73	#13 Fortes
35.	73	#14 ferentes
36.	77	Elem. School, end of paragraph Padotribes
37.	79	#7 crustulum
38.	81	Note, line 2 porcina; also #11
39.	82	#1, Part 6, butyrum
40.	87	Roman Culture, par. #1, Caracalla
41.	87	" " , second to last par. Some
42.	99	#89 invidia, add 89a janua - door; #108 musica
43.	99	#112 nympha
44.	103	#36 eye
45.	106	#66 proelium
46.	108	#4 cinereum
47.	109	#13 top of page, flava (delete "m")

ERRATA FOR CURRICULUM GUIDE IN LATIN HERITAGE (cont.)

	Page	
48.	109	#1 acerbus
49.	111	#64 industrius
50.	114	#146 meaning - shining, clear
51.	116	#37 existimo
52.	118	#80 vigilo
53.	119	#13 habeo (re-number for alphabetical order)
54.	122	#46 interdiu
55.	122	#55 slowly, not freely
56.	124	#126 unde, #127 undique
57.	128	#8 top of page, Hispanica
58.	130	#9, Part 2, interdiu
59.	131	#3, Part 3, hiemo
60.	133	#1-2, Part 5, Solis and Lunae
61.	134	#3 & 7, " ", Martis and Saturni
62.	135	#7 " ", Saturni
63.	135	#4 & 7, Part 1, calidor, frigidor
64.	139	#37, 15, 16 videlicet, casus belli, beware of the dog
65.	140	#26, 36 mortuis, ex facie
66.	141	#67 lapsus
67.	144	#8 CISatlantic
68.	146	#8 top of page, - jor
69.	147	#11 Colchis
70.	149	#7 & 10, Part 4, -onis, Tiberis
71.	151	#14, 20, 25 Anglice, (m. and f.), insert et
72.	153	#37, 41 libenter, add nothing more
73.	154	#77 Tuas
74.	156 157 166	#11, 16 Cronos #2, 3, 8; Bonus #2, 3 Cronos #13, top of page Cronos
75.	160	#12 Cynthian
76.	161	#14 Eriunios
77.	164	#1 & 10, Part 2, Tiryns, Pholos
78.	175	#5, Chap. XXXVIII, Bellerophon
79.	182	Dialog 14, Voc. Pract. capitalize days of week, but not "dies"
80.	196	Rouse, finish title ...of Ancient Greece

ND:fh